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ILLINOIS TEACHER OF HOME ECONOMICS

A NEW DIMENSION IN HOME ECONOMICS EDUCATION

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A NEW DIMENSION IN HOME ECONOMICS EDUCATION

With this issue of the Illinois Teacher, we begin a series on education for employment as a new dimension in home economics education. We particularly welcome your reactions to, and suggestions for, the series.

Perhaps no development in home economics education has aroused more emotion and controversy. Avoiding the controversial is not a purpose of the Illinois Teacher. Rather, in this present volume, we hope to present various points of view and clarify some of the issues regarding education for employment.

This first issue for the 1964-65 school year includes an article on a re-examination of the vocational purposes of home economics education by Dr. Catherine Dennis, State Supervisor of Home Economics Education, North Carolina. About a year ago, one of the editors of the Illinois Teacher discussed this subject with Dr. Dennis. At the time, she wished that she had carried a tape recorder for a record of the discussion. The editorial board was pleased when Dr. Dennis agreed to present her views in an article for the publication.

Also in this issue, Mrs. Helen Evans, Director of Vocational Education for Girls, Chicago, Illinois, discusses "Developing the Vocational Aspect of Home Economics." This article was presented as a talk at the Illinois State Conference for Vocational Homemaking Teachers in Chicago, August 1964.

"No Automatic Solutions to Automation" is the title of an article by Professor William John Schill of the Department of Vocational and Technical Education, University of Illinois. Professor Schill was a featured speaker on "Commonalities in Vocational Education" at a Conference on A New Look at the Vocational Purposes of Home Economics Education held at the University of Illinois in May, 1963.

For the past two or so years, Mrs. Donna Van Camp of Riverside, California has had a continuing and developing interest in education for wage-earning in home economics. As a graduate student at the University of Illinois in the summer session, 1964, she developed an outline on commonalities in vocational education. This outline has been submitted to a number of vocational educators in various fields for reactions and suggestions. Several revisions were made before the outline was completed in the form in which it appears in this issue of the Illinois Teacher. As an extension of this project, Mrs. Van Camp has done considerable work on related first- and second-level generalizations.

Mrs. Ruth Whitmarsh's annotated bibliography on employment education in home economics is the final feature in this issue of the Illinois Teacher. Suggestions of other references on this subject will be appreciated.

It is our hope that this volume may prove useful as home economics education responds to the challenge to help more effectively today's homemaker prepare for her dual role.

-- Editorial Board,
Illinois Teacher of
Home Economics

RE-EXAMINATION OF THE PURPOSES OF HOME ECONOMICS AT THE SECONDARY LEVEL

Catherine T. Dennis

*
* About the Author *
*
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*



Re-examination presupposes an unbiased searching of that which has preceded the present in order to determine future changes, hopefully believing that such changes will result for the better. It is part of wisdom, however, to remember the old adage -

Be not the first the old to discard
Nor the last the new to accept.

One can hardly re-examine the purposes of the home economics field without delving into past history to determine what the purposes were in the beginning and wherein changes or deviations from such purposes began.

The development of the home economics field is succinctly described in The AHEA Saga written by Keturah Baldwin and published by the American Home Economics Association. As early as 1893, the fourth president of the National Household Economic Association (the forerunner of the American Home Economics Association) Miss Linda Hull Larned, gave the objectives of this Association as follows:

1. To awaken the public mind to the importance of establishing bureaus of information where there can be an exchange of wants and needs between employer and employed, in every department of home and social life.
2. To promote among members of the Association a more scientific knowledge of the economic values of various foods and fuels, a more intelligent understanding of correct plumbing and drainage in our homes, as well as need for pure water and good light in the sanitarily built home.

3. To secure skilled labor in every department of our homes,¹ and to organize schools of household science and service.

Superimposing today's language for the wording of the above objectives one can decipher home management, consumer education, nutrition and food preparation, family relations and child development, housing and home furnishings, family health and community services--the accepted content of a program of education for homemaking and professional careers. As well as vocational education requiring home economics skills and knowledge leading to gainful employment for the noncollege bound student!

In order to make such sweeping improvements in living conditions at the turn of the century, large numbers of persons would, of necessity, have to be involved. Therefore, it was to the schools that the attention of the early leaders turned at both college and less-than-college levels for the development of an educational program having the family as the foci.

In Which Direction Social Change?

There appear to be several reasons why emphasis on vocational education for gainful employment received less attention at the period of development of the home economics program. It was the era of greatest emigration of people from other countries to the United States--the land of promise. While they came from all walks of life, the women who sought employment outside their homes in this country sought largely housewifery skills acquired through similar employment in their native country or through their own homemaking experiences.

Language barriers made other types of employment almost impossible where communication skills were involved. With the general availability of labor at the very door step of the home, the need for further education in service occupations seemed remote and unnecessary.

A second reason why education for gainful employment requiring home economics skills and knowledge seemed unnecessary was the time-old myth that homemaking skills were intuitively acquired by women or handed down by mother to daughter. Still a third reason was the multi-generation family wherein some female relative could manage the home and assist with housewifery tasks should the mother be employed outside in a gainful occupation.

And lastly, those who continued their formal education through high school were encouraged to follow the more liberal arts approach leading to college entrance.

¹ The AHEA Saga. Keturah E. Baldwin. American Home Economics Association, Washington, D.C., 1949.

The few schools developed for the purpose of training for gainful employment soon went out of existence for lack of students and financial support.

By the same token, emigration presented a vast array of problems both to the individual and the community. Barriers in language, a clinging to mores of the old country in a new land, conflicts between the older family members and the new generation interested in being assimilated in the American mode of living, the community groupings of peoples with similar backgrounds, and the rapid changes brought by social and industrial changes appear to have influenced earlier home economics leaders to turn imperceptibly to concern with the conditions which impinged upon the well-being of the family.

The public school was a natural for the new program since the youth of all peoples attended it. Not to be overlooked were the parochial schools which expanded rapidly at the turn of the century.

Approximately fifty years have been concentrated on educational programs at all levels, both elementary and secondary to a school program in home economics which has been centered on learning to develop abilities needed in homes and families. These abilities include understandings which are basic to making wise decisions regarding the use of our human and material resources. They require the ability to apply principles of the sciences and arts to problems of every-day living in homes.²

Since homes reflect the changes in society, new problems and pressures faced by each generation have affected the home economics program, requiring changes in content and methodology.

As the program expanded at the secondary level, so did the demand arise for more and better-trained teachers of home economics. College administrators, sensing the vital contribution the program was making to the education of youth added facilities, equipment and personnel for a four-year degree program of academic status. To man the expanding college programs, universities added curriculums at graduate levels.

The concern for improving home and family living was inescapable; the evidence of need imperative.

Supporting areas developed and the demand for home economics in business, industry, institutions, research and related programs grew by leaps and bounds until today more than four hundred and fifty colleges are offering degrees in some specialized area of home economics.

² New Problems Require Keeping Home Economics Standards High. Edna P. Amidon, Director, Home Economics Branch, Office of Education, Department of Health, Education and Welfare, 1958.

Further evidence of the trend toward home economics education for home and family living dates back to 1917 with the passage of the first Vocational Act, namely The Smith-Hughes and all subsequent Acts. The term "useful employment" as used in the Bills has been consistently interpreted by the legal counsel to mean education for homemaking at all levels of learning with federal funds matching state funds for this purpose only. Occupational training for "gainful employment" which required home economics knowledge and skills became the function of another service of Vocational Education even when taught by the professionally trained home economist.

Thus, the pattern for home economics was set by a series of unanticipated and unexpected events.

WITHER BOUND IN 1963

The Vocational Act of 1963, through the use of one small word "gainful" reactivated one of the objectives stated in 1893 by President Linda Larned, namely, to train for occupations requiring home economics skills and knowledge, for every department of home and social life. The first factor of the Act geared all vocational education programs more closely to labor market demands.

At the time of the writing of this article, final rules and regulations for the administration of vocational education funds are not available. However, the intent of the Congress was that all new monies should be used for education for gainful employment thereby eliminating home economics for homemaking as a part of the new program. In one section of the Act, however, the full appropriation under the George-Barden and Smith-Hughes Acts was inserted with the proviso that in 1965 and thereafter at least ten percent of the old amount earmarked for home economics would have to be used in education for gainful employment or be given to some other field of vocational education.

This action meant to many of us that the maintaining and expansion of the ongoing home economics education for homemaking program became our responsibility at the State level in securing support from the Legislature. We were unduly optimistic! It now appears that State Boards of Education can eliminate any earmarking of funds so that the money for the program of home economics education, as we have developed it over the past fifty years, may be in real jeopardy. As state appropriations increase it will require the constant vigilance by leaders in the several states to keep the wires of communication open among school administrators, Boards of Education, lay people and professional educators at all levels, and the legislators who make the funds available.

Many home economists whose salaries and programs are not affected by federal and state-matching funds will look askance at the likelihood of this action affecting their program. Nevertheless, the development

and expansion of home economics education programs at both secondary and college levels, regardless of the source of revenue, have been an outgrowth of the quality, the standards and the professional training required and maintained under the agreement or State Plan existing between the individual state and the U.S. Office of Education for the expenditure of the vocational education funds. Any critical study of the growth of the home economics program since 1918 will substantiate the above statement.

The die has been cast. It will be used for some years, therefore, it behooves us to evaluate where we are today and the direction we will take in the future.

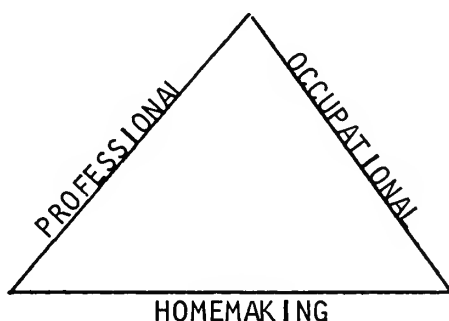
Looking Ahead

Concisely put, there are three long-range objectives for home economics education deserving careful study.

To contribute to the education of the individual for home and family life.

To prepare students for employment in occupations requiring home economics skills and knowledge.

To motivate and recruit college-bound students for professional careers in the field of home economics.



Basic to our culture, our personal satisfaction and security, and our work-a-day world is a good family life.

With each passing generation problems arise which must be solved under different conditions and situations, yet, basically, the problems remain the same--only viewed from a different angle by a different set of individuals.

The old cliché that change is inevitable remains with us and the impact of changing conditions upon homes and families is great. Early marriages, young parenthood, living costs, earning a livelihood, job

insecurity, lack of occupational competency, mobility, dual generation families, and working mothers are but a few of the concerns facing the families of today.³

Home economics education for homemaking must continue as a family-centered program. The subject matter learned in the homemaking course leads to many skills, attitudes, and knowledge which are closely related to areas of employment and may include a career focus.

The report by the panel of Consultants on Vocational Education, made at the request of the late President John F. Kennedy, re-emphasized the need of high school girls for training in home economics for homemaking to enable them to meet their responsibilities for strengthening family life. This need is pointed up by the realization that fifty-three percent of all girls between the ages of fifteen and nineteen are, or have been, married. One out of every three brides, but also one out of every four mothers, bearing a first child is less than twenty years old.⁴

Home Economics Education for Homemaking is not confined to the day-school program. Young married women, women with children, older women and working women are facing up to the numerous problems and changes confronting them as homemakers. They want additional education to enable them to succeed as both a homemaker and/or in the dual capacity of wage-earning, also. Evening school classes, classes for special groupings, classes in Public Housing Centers and urban Renewal Projects, Extension classes, and the like where women can take advantage of adult education courses geared to their problems and concerns are in real demand today.

The home economics education program at the secondary level not only enables the high school student to understand better the importance of family living to the individual, the family, and the social order but it can give to the college-bound student some insight into professional careers available to those having home economics knowledge and skills. No other educational field offers such a variety of employment possibilities at the professional level.

It behooves every home economist to interpret the requirements of the particular area for which she was educated and in which she is employed.

Through well-planned and concerted efforts youth, parents, guidance personnel and school administrators must be informed about the career possibilities for the home economics major. Too few people are familiar with home economics occupations other than in the teaching field and Extension service. Too few people really understand the contribution

³ See May 1963 Conference Proceedings, A New Look at the Vocational Purposes of Home Economics Education, "Is There a New Vocational Purpose in Home Economics Education?" Dorothy S. Lawson.

⁴ Education for a Changing World of Work--Report of the Panel of Consultants on Vocational Education. U.S. Government Printing Office, Washington, D.C., 1963. \$1.25.

which home economists make to all facets of home and family living. Too few people understand the academic requirements which must be met by the home economics major comparable in quality and quantity to any other degree program.

Lastly, too few people are aware that this field is, in the main, noncompetitive with the opposite sex. It offers women opportunities for service and remuneration without usurping man's prerogative in the labor market.

This is not to infer, however, that only members of the female sex are eligible to home economics careers. The focus of the home economics field is the individual and men are becoming increasingly interested in certain types of professional careers which require home economics courses.

The professional leadership for tomorrow will exist only if the leaders of today face the problem squarely--namely, that home economics programs must be varied and challenging to meet the needs and interests of students of varying intellectual capacities.

While I dislike to use the term "status," nevertheless young peer groups are often blindly influenced by the standing afforded certain courses in the high school curriculum. Should home economics education courses be relegated to any particular socio-economic or academic grouping the future picture for professional leadership in home economics is dire.

An additional objective, not a replacement, now faces us; to educate youth for occupations requiring home economics skills and knowledge of less than college level. The new funds under the Vocational Education Act of 1963 make it possible to expand the existing home economics education program.

The Bureau of Labor statistics as well as sociological studies have highlighted significant facts regarding women in the labor force. Some of these findings are:

- The manpower potential is great enough, with improving technology, to increase the production of goods and services by about 50% from 1960 to 1970.
- Workers under 25 and over 45 will account for the major changes in the working population.
- There will be about 30 million women workers in 1970--six million more than in 1960.
- Two out of three women will be wage earners.
- Married women accounted for 55% of the total number of women workers in March 1961. At the same time 44% of the

single women and 42% of those widowed, separated, or divorced were in the labor force.

- Approximately 3 million mothers with children under 6 years of age are workers. They represent about one out of every 5 such mothers.
- Two out of every 5 mothers with children 6 to 18 years of age (but none under 6) are in the work force.
- Nearly one-half of the $5\frac{1}{2}$ million children under 18 years of age who are living with their mother only, have an employed mother. By contrast, one-fourth of all children in husband-wife families have an employed mother.
- 21.6% of people 65 years of age or older do not live in their own homes. Of this number 16.8% are in the home of relatives; 2.4% in institutions; 2.4% are lodgers.

SOME IMPLICATIONS FOR SERVICES THAT ARE FAMILY CENTERED

The homemaking and child-rearing tasks of the 53 million households of the nation are no longer carried out by the family members alone, but have extended into many types of home and community services. All indications point to the need for more, and better trained workers in child day-care centers, who will work under the direction of professionally trained supervisors.

The increase in proportion of people 65 years of age and older indicates increasing need for people prepared to give various services to older people, in their own homes or in group housing; part-time or full-time services, such as companions, shoppers, housekeepers.

There are an increasing number of women who carry two jobs--that of homemaking and wage earning. Many employed homemakers have need for trained workers, part-time or full-time, to give many kinds of assistance to families--specialized kinds of service such as house cleaners for weekly, monthly, or seasonal service; trained persons to come into the home to prepare and serve family dinner on the homemakers' workdays or full time; a household assistant; wardrobe maintenance on weekly or monthly basis, and many other services unique to the needs of homes in the community.

Nonwage-earning mothers with several young children frequently need assistance in caring for children in the home.

A series of guides for a Training Program have been developed under the Manpower Development and Training Program and are now available through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. These publications will be invaluable to those responsible for Occupational Courses requiring home economics skills and knowledge. However, considerable work remains to be done in developing courses for different age levels, such as the high school student, the post-high school student and the adult desiring technical training of less-than-college level.

The nine bulletins recently published are:

- Management Aide in Low-Rent Public Housing Projects
- Family Dinner Service Specialist
- Clothing Maintenance Specialist
- The Homemaker's Assistant
- Companion to an Elderly Person
- Hotel and Motel Housekeeping Aide
- The Visiting Homemaker
- The Child Day-Care Center Worker
- Supervised Food Service Worker

Courses to fit youth for employment in the labor market must be designed to develop saleable skills for an occupation existing within or comparatively near the community in which the student lives. The crux of the success of this program will be shown through an evaluation to be conducted within the next five years. Placement of people in the labor market who are competent on the job and who find satisfaction in their work will be two big factors in the evaluation of the success of the program. Education will not be confined to a classroom experience. Community agencies, employment agencies and private businesses must be drawn into the program. Many teachers must be retrained. More space, facilities and teaching aids comparable to the work-a-day world, in contrast to home-like situations must be secured.

In conclusion, the horizons for home economics will be expanded:

- Home Economics Education for homemaking
- Home Economics Education for recruitment of potential leadership
- Home Economics Education for vocational competency in occupations requiring specific skills and knowledge.

May we view each of the objectives with clarity and not permit one to replace another.

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The AHEA Saga. Keturah E. Baldwin. American Home Economics Association, Washington, D.C., 1949.

New Problems Require Keeping Home Economics Standards High. Edna P. Amidon, Director, Home Economics Branch, Office of Education, Department of Health, Education and Welfare, 1958.

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Education for a Changing World of Work--Report of the Panel of Consultants on Vocational Education. U.S. Government Printing Office, Washington, D.C., 1963. \$1.25.

DEVELOPING THE VOCATIONAL ASPECT OF HOME ECONOMICS

Helen J. Evans

*
* Mrs. Evans has served as a Supervisor *
* of Vocational Education for Girls; *
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* Instructor in Restaurant Training, *
* Washburne Trade School; and Civilian *
* Instructor, Cooks and Bakers, U.S. *
* Navy. Her professional experiences *
* also include sales and sales training, *
* food production, and restaurant *
* management. *
*



Following is a speech presented by
Helen J. Evans, Director of Vocational
Education for Girls, Board of Education,
Chicago, Illinois, at the annual Illinois
Vocational Homemaking Teachers Conference,
August 19-21, 1964.

May I say how pleased I am to be here to exchange ideas with you
on the development of the vocational aspect of Home Economics. May I
take just a few minutes to consider the full implications of the state-
ment of philosophy and objectives of Home Economics as set forth in New
Directions.⁽¹⁾

Since the beginning of time, women have been responsible for feeding,
and clothing the family, and for care of the sick, the aged, the young.
Now as our society has changed from rural to urban, as many of these
services have been taken over by agencies outside the home, it is only
natural that they should be performed by women and a great majority of the
22 million women now in the labor force are employed in these same areas,
involving group feeding, manufacture and sale of clothing, health
occupations or care of the young.

New Directions defines Home Economics as:

A field of knowledge and service primarily concerned with
strengthening family life through

- Education of the individual for family living
- Improving services and goods used by families

- Conducting research to discover the changing needs of individuals and families and the means of satisfying them.

*Do you know of any professional group as concerned as Home Economics with the changing needs of women--or with equal resources to serve them?

With 1/3 of the labor force made up of women, can we give anything less than our potential contribution?

At the turn of the century the life expectancy of women was 48 years. She didn't live long enough to be concerned with a dual role!

Today--we have a life expectancy of 74 years.

the average woman has her last child at 26

the average woman has her last child in school by the time she is in her early 30's

This leaves her 30-35 energetic, productive, creative years to seek self-realization in some channel outside the home.

*Do you know of any group more interested in the biological, socio-economic, emotional needs of women than Home Economists?

*Do you know of any group as well prepared to interpret the emerging role of women in this search for self-fulfillment?

In New Directions it seems to me we accepted this challenge and responsibility and, just as nursing educators have assumed the responsibility of training for all levels, the nonprofessional and professional members of the nursing team, so we, too, have the responsibility of providing educational experiences for all levels of ability. Our big problem will be to attract the above-average student with the potential ability for supervisory and administrative work back into Home Economics when she has been counseled into other areas by some well-meaning but uninformed counselor who is unaware of the opportunities in the Home Economics field. For example, the Chicago Dietetic Association would be glad to take girls in the junior and senior year to train as assistant food supervisors; the Electric Company would like a pool of girls trained as demonstrators of manufactured appliances; the Home Economics women in Business would like to have assistants. But we must alert the able student to these vocational opportunities.

We are engaged in an experiment at the opposite end, with the over-age, under-achievers, with an average IQ of 70-75 and reading level of 2.5-5.0. We have trained girls and boys to an acceptable level of performance to do the alterations in cleaning establishments or to serve as

employees in clothing manufacturing firms. Others have been placed in hotel housekeeping, day nurseries, cafeterias, etc.

It has been demonstrated that we can make a positive contribution at all levels, in fields directly related to Home Economics and also in many peripheral fields, in terms of those commonalities involved in successful adjustment to the world of work and in technical and vocational training.

Of one thing I am convinced: When Home Economists fully accept the responsibility as outlined in New Directions, Home Economics will become a dynamic force in the education of women, and a new dimension will be added to Vocational Education!

Setting Up An Advisory Committee

I have been asked to prepare some suggestions on setting up an advisory committee and steps in initiating a supervised cooperative education program. I used this term--cooperative education program-- advisedly because one of the greatest problems we will face will be in maintaining the program on a continuing educational basis. The strongest safeguards will be regular supervision by the coordinator, a well-structured program in terms of curriculum for the work experience and related theory and effective communication between the school, the employer, the home, and the community. Without these safeguards, the program can degenerate into a mere repetitive skill-type operation, service oriented instead of an educational program geared to meet our stated objectives.

If you are experiencing a feeling of confusion, I can understand this. Roughly 20 years ago when we were starting to set up our program in practical nursing there were only five or six states that had programs. There was no structured program or guideline to follow, no supervision on the state level; so we had to proceed through trial and error. Even as recently as 1961 when we wanted to start an experimental cooperative program for girls, it could only be structured under Diversified Occupations which had been originally developed as a plan of cooperative education to teach boys skilled trades. There were no programs for girls and little thought had been given to the development of girls' programs. So perhaps after an exchange of ideas here today we can proceed with a better plan of organization.

In attempting to establish any training program the first step is to set up an advisory committee. Now, how do you do this? Whom do you invite? Why do you invite them and what can they do? Let's first take a look at your responsibilities as a coordinator. You are charged not only with the task of providing the educational theory and practical experiences for the training program, but also for organizing a public education information service to orient the principal, your faculty, the school counselors, the parents, the employer, the students, and other

interested groups in the community. In fact, you are a supersalesman on the highest level because you are selling an intangible--an idea, a positive approach to keep young Miss America in school and provide her with a marketable skill when she graduates from high school.

Now you cannot do this alone, but a strong advisory committee with representatives of the lay public, professional groups, the Illinois State Employment Service, business and industry and civic and church groups can assist you (1) in disseminating information (2) in providing professional guidance in curriculum development (3) in securing jobs for training students (4) in placement (5) in fund raising (6) in recruitment (7) in documenting the need for training in the area.

Now let's take a look at the contributions of some of these particular members of your advisory committee.

1. Your representative in the public relations field can secure radio, TV, and newspaper coverage for recruitment purposes or help in finding suitable training stations. Your public relations member is trained to create a desirable image in the community of what this program can do for the employer, the student, and the community.
2. Your professional or industrial representative can help develop curriculum and interpret your program to his own professional group to secure their cooperation.
3. The member from the Illinois State Employment can assist in testing and screening prospective students, document the need for training in your community and assist in placement.
4. Your representatives of the lay public, PTA, church and civic groups can carry the story to the parents far more effectively than we educators can. Let them form a speaker's bureau to speak to any interested groups.

If you can allocate these duties to your advisory committee, you can devote more of your time to coordination of the program which will include selection of training stations, supervision of the students on the job and teaching the related theory. A good advisory committee can be the most important factor in the success of your program. Let it work for you!

A presentation kit which may include a book with publicity items, photographs of students at work, sample courses of study or colored slides with a taped commentary, will be helpful when calling on prospective employers. Usually the president or owner is more socially minded or oriented and will be much easier to sell than his personnel or production manager who is likely to be chiefly concerned with immediate profit and labor cost. However, both are human and psychologically are interested first in what the program can do for them. If it helps the student and the community in addition, that is so much to the

good. But usually it is what it will do for them that secures their interest and cooperation.

As experienced teachers, I need not mention to you the importance of selecting a name with appeal for your new program. Every young girl dreams about her hero and we thought these initials would be appropriate for the new Home Economics Related Occupation program.

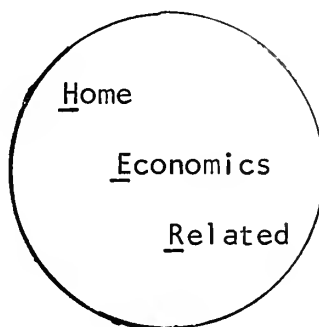
Home

Economics

Related

Occupations

We would like to submit this name to you for your consideration. If you like it, we would be glad to share it with you. The emblem for the program might look like this:



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Committee on Philosophy and Objectives of Home Economics, Home Economics, New Directions, American Home Economics Education, Washington, D.C., June, 1959., p. 4.

WHAT IS AUTOMATION?

"Automation is a relatively new word, defined about ten years ago by D. S. Harder, vice-president of the Ford Motor Company, and also by John Diebold, president of the Diebold Group of Management Consulting Companies. Harder defined it as a philosophy of manufacturing where machines are hitched together so that they feed each other without human intervention and produce either a completed product or a major component of a final product.¹ Diebold stated that the distinctive feature of automation is the application of the principle of feedback through which machines control their own operations, i.e., there is a self-correcting mechanism by which computers feed new information to the machines they control so that these machines continuously turn out the specified product.²

"Both these definitions show that an essential feature of automation is the saving of labor. What they do not show so well is automation's capability of producing a higher standard of living through increased leisure and improved products and services and, at the same time, its capability of creating human misery through unemployment and the obsolescence of skills."³

¹Walter Buckingham, Automation: Its Impact on Business and People (New York: Harper and Bros., 1961), p. 5.

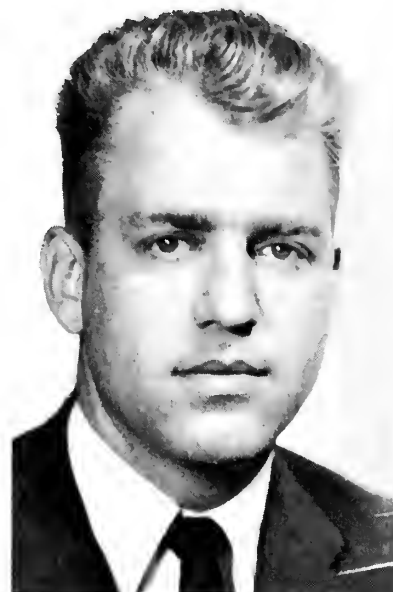
²John Diebold, Automation: Its Impact on Business and Labor. Planning Pamphlet No. 106 (Washington, D.C.: National Planning Association, May, 1959), p. 3.

³Automation and the Challenge to Education. Proceedings of a symposium held in Washington, D.C., sponsored by the Project on the Educational Implications of Automation, National Education Association, January, 1962.

NO AUTOMATIC SOLUTIONS TO AUTOMATION

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Comments on the impact of automation range from the pollyannaish (everything will take care of itself) to expressions of need for stark social change (the Federal Government must insure personal income as a right not predicated upon production.)¹



¹The Ad Hoc Committee of Thirty-Seven, Chicago American, March 23, 1964.

Two areas of agreement stand out--"Progress in automation is inevitable." and "The structure of the employed labor force will be drastically altered." There is ample evidence to support both points. Alfred North Whitehead summed up the situation long ago when he said, "The conditions in modern life have an absolute rule that science will move forward and tomorrow science will have moved forward yet another step and there will be no appeal from the judgment that will then be pronounced on the uneducated."

Comments on Vocational-Technical Education

Educators in general and vocational educators in particular seem to be crying "out, out damned spot," but the spot of automation that is the current manifestation of technological advance will not be removed. Nor can the economic, employment, and educational problems posed by impending automation of our manufacturing industries be resolved by pollyannaish platitudes of the sages. The President's Panel on Vocational Education recommends that the spot be removed by additional millions of dollars of Federal money to provide more Vocational Education.

At a time when science and industry are beginning to recognize the tremendous overlap of the disciplines and to a considerable extent, Vocational Education continues to think in categories of specialized offerings. In Vocational Education there is some pressure to maintain the specialized offerings of the past and the overburdened administrative superstructure that has been built up (ala Parkinson) in support of these specialized offerings. But enough of this; let's look at what is going on in the specialized areas of Vocational Education.

Many Home Economics educators still express concern about the ability of young women to sew their own dresses and bake a cake, even though most women no longer have to provide the clothing for the family and Pillsbury has long since taken over the chore of providing the family dessert.

Agricultural education, the fishing industries, practical nursing, and trade and industrial education are all in the same boat as the aforementioned specialized offering. Often they appear to be "hung up" on what they have done in the past and content to "buy in" on the assumption that their past activities have contributed to the productivity and economic advance of the United States. I submit that this is an unwarranted assumption.

If, as Gerard Piel says, that "in another generation, factory workers will be as scarce as farmers"² then the current efforts of

² Gerard Piel, "Economy of Abundance," American Child, Vol. 46, No. 1, January, 1964, p. 7.

training and retraining typical factory workers may well be logically concentrated in the older unemployed or unemployable persons in our country. The more long lasting and possible ultimate solution to the current and ongoing lack of employment opportunities may be found in a reconditioning of existing attitudes toward work. There is "the need for a tremendous conditioning program aimed at changing the social and mental attitudes of Americans toward both work and leisure."³

"Many of the attitudes toward work which appear to be dictated by labor force trends are in sharp contrast to our Puritan values. In the past, our Puritan values dictated that we respect hard work and not pleasure-seeking. Work is still an acceptable activity, even though it requires a new definition with advanced machines and sources of power doing most of what used to be called work, but pleasure is no longer degraded and frivolity with its aspects of conspicuous consumption may even be acceptable. There is at the minimum, a need for a new interpretation of what is acceptable human activity.

"Let's look briefly at occupational commitments. Historically, working man committed himself to a specific occupation at a very early age. As industrialization progressed this age was postponed and postponed. The time may well be at hand when there is no longer any need to commit oneself to a specific occupation at any time. Perhaps what is now needed is a commitment to an understanding of the changes that are taking place and will continue to take place in the societal structure and to develop the attitudes, understandings, values, and fundamental skills common to a variety of occupations which will not only permit, but will enhance the progress of industry, the mobility of persons, and the redefinition of work and role."⁴

Common Knowledges in Vocational Education

Vocational Education has long since accepted the need for changing attitudes toward work in order that the preparations for vocations could be more meaningful. In general this acceptance has been centered around the shortcomings of vocational guidance and other public school personnel in relation to counseling students into the vocational education endeavor. As realistic as this is, it falls short of the over-all dedication needed by Vocational Education to changing attitudes. The current large-scale changes in the occupational structure and the effects on technological advance, automation, and cybernetics are such that Vocational Education will need to completely rethink the attitudes toward work that are

³John I. Snyder, Jr., "The Myths of Automation," American Child, Vol. 46, No. 1, January, 1964, p. 5.

⁴William John Schill, "Commonalities in Vocational Education," paper presented at Home Economics Conference, May, 1963. Published in A New Look at the Vocational Purposes of Home Economics Education, pp. 75-76.

consistent not only with vocational preparation but with adults' satisfaction and long-term productivity in our society. Perhaps the greatest change in attitude toward work that must be accomplished relates to teachers and in this case, teachers in Home Economics Education. Home Economics has two aspects which I shall discuss separately--that of the occupational preparation inherent in Home Economics and the homemaker aspects of Home Economics.

As was mentioned before, academicians increasingly see overlap of disciplines in the occupational setting. This is particularly true of the occupations for which Home Economics can best prepare its students. To illustrate what is meant here, we take the example of a company like Continental Can Company which employs a number of Home Economists.

The Home Economists employed in this type of setting cannot divorce the traditional areas with which they have been concerned, i.e., diet, nutrition, taste, meal planning, from the general concerns of the company if they are to fulfill their function. In addition to conducting taste tests and analyzing nutritional value of the foods which will be packed in the containers manufactured by this company, they must concern themselves with the effects of packaging, the shelf life of the packaged item, the effects of the various coatings used in containers upon taste and nutrition, to say nothing of the aesthetics of the package itself. This means that the Home Economist, in addition to the knowledges inherent in her area, must understand some of the concepts of materials, including to some extent their strengths and weaknesses, but more primarily their chemical reactions with different types of packaged foods and the effect of the chemical reaction upon the shelf life, taste, color and nutrition of the item packaged. Her recommendations for modifications of the product must be consistent with production capabilities of the parent company and its customers who consume the containers. For this reason the economic aspects of container production and their usability in the canning or packaging operation are as important to her as the traditional knowledges taught in Home Economics.

If we carry this line of reasoning to the Home Economists contribution to homemaking, we find that increased power available, technological advances, the increased leisure time for the homemaker, the increased knowledge about nutrition, and the wide-spread economic implications of the homemakers' purchasing habits bring the scope of Home Economics into a variety of other disciplines. For example, a British Thermal unit may have been part of the working vocabulary of Home Economists as related to food preparation in the past; now she must apply this to her decision as to the type of air conditioner to buy, the efficiency of electric and gas appliances, either designed to produce heat or to expel heat for the purposes of cooling or preservation. Another example of advancing technology's effect upon the homemaker relates to our discussion of containers. Some myths relating to packaged foods have been disproved in recent years. The homemaker must be acquainted with these assessments if she is to make best use of her knowledge in the homemaking setting.

Conclusions

Home Economics as well as Vocational Education as a whole must modify its attitude toward curriculum construction if it is to keep pace with the times. Following are a few recommendations that seem to me to be inherent in the discussion presented herein. (1) We must cease to look inward for a definition of curriculum as well as cease to look backward to tradition for definitions of curriculum. (2) We must be willing to make a broad evaluation of the role of our graduates in the setting in which they find themselves in a new and rapidly changing technological society. (3) We must recognize that as teachers we tend to teach what we like of what we know. (4) We must be willing to involve other fields of knowledge as well as other areas of Vocational Education in the definition of curriculum, conduct of our classes, and the guidance of our students.

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Gerard Piel, "Economy of Abundance," American Child, Vol. 46, No. 1, January, 1964, p. 7.

John I. Synder, Jr., "The Myths of Automation," American Child, Vol. 46, No. 1, January, 1964, p. 5.

William John Schill, "Commonalities in Vocational Education," paper presented at Home Economics Conference, May, 1963. Published in A New Look at the Vocational Purposes of Home Economics Education, pp. 75-76.

COMMONALITIES IN VOCATIONAL EDUCATION

Donna M. Van Camp

*
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*

With the development toward greater cooperative efforts among the various areas of vocational education a recurring question is, "What are the commonalities in vocational education?" In the following outline, Mrs. Donna Van Camp has attempted to bring together those topics of concern to all vocational educators, regardless of the field of specialization. The home economics teacher can readily identify several areas directly related to her field. Important curriculum questions include: Which topics are important enough to be included in every program of vocational education? Should some be included only in certain programs? Where should they be taught? In a co-operatively taught course prior to work experience? Integrated with a work experience-study program? Are there other possibilities?

TOPICAL OUTLINE--COMMONALITIES IN VOCATIONAL EDUCATION

I. CONCERNS RELATED TO LOCAL SCHOOL DISTRICT

Philosophy

Personnel

Teachers and teacher coordinator(s)

Vocational guidance counselor

School Administrators

Superintendent

Director of instruction

Curriculum coordinator

Principal

District vocational coordinator

Curriculum

Federal and state regulations

Who can do this most effectively

Where - comprehensive high school

vocational school

area school

elementary school

junior high school

junior college

When - high school
 post-high school
 Lines of Communication
 Advisory Committee
 Classification of Information

II. EMPLOYMENT OVERVIEW

Socio-Economic Bases

Industrialization
 Technology
 Change of Home from Producing to consuming unit
 Urbanization
 Increased mobility
 Population explosion
 Increased life span
 Increased number of women workers
 Affluent economy
 Specialization
 Mass communication and transportation

Labor Trends and Occupational Outlook

Increased need for education at all levels
 Training and retraining for increased number of skilled
 craftsman and technicians
 Family instability indicating a need for family living
 education in all areas of vocational education
 Increased automation
 Increased leisure time
 Increased number of women workers and less discrimination
 in pay and position
 Job changes--increase in professional, white-collar jobs,
 skilled, technical, and service workers; decrease in
 farm and unskilled jobs
 Increasing productivity
 Increasing foreign competition

III. GUIDANCE FOR ENTRY JOB

Career Objectives

Present
 Long term

Tests

GATB (employment office)
 Kuder
 Strong Interest Inventory
 Differential Aptitude Tests
 Specific for skill or job specification

School Background

Native ability
 School achievement
 Attendance record

Abilities, skills, and understandings needed

Training Needed

- High school
- Post-high school
- Technical school
- Junior college
- Adult education
- Labor apprentice

Family Finance or Scholarship

IV. SECURING JOB LEADS

Employment Office--State
Government

- Federal
- State
- County
- Municipal

Labor Unions

Newspaper

- Help-wanted ads
- Position wanted ads

Public Authorities

Trade and Professional Dictionaries

Relatives, Church, Friends

"No Fee" Employment Agencies

Door-to-Door Contacts

High School and College Placement Offices

Personal Resumes Submitted by Mail

YMCA-YWCA

Chamber of Commerce

Former Employees of the Business

Bulletin Boards--Business Houses

Mail Order Business

New Business Establishments

Tips from Personnel Managers

Opening Your Own Business

V. CREDENTIALS AND REGULATIONS

Social Security Act

- Old-Age, survivors, and disability insurance

- Purpose

- Employee-employer financed contributions

- Self-employed

- Federal control

- Occupations covered

- Unemployment insurance

- Federal and State controlled

- Employer financed

- Benefits
 - Eligibility requirements
- Public assistance
 - Control--federal, state, county
 - Employer financed
 - Benefits
 - Eligibility requirements
- Health Certificate
- Birth Certificate
- Military Papers
- Naturalization Papers
- Diploma, Degree, Certificate
- Reference Letters
- Samples of Work (if appropriate)
- Finger Prints
- Labor Unions
 - Federal, state, and local control
 - Membership requirements
 - Membership regulations
 - Cost
 - Benefits
- Work Permit
 - Federal Fair Labor Standards Acts
 - Minimum wages
 - Women
 - Men
 - Minors
 - State and Federal regulations
 - Hours for work
 - Maximum hours
 - State regulation
 - Men
 - Women
 - Minors
 - Time and a half (regular pay)
 - Child labor
 - Interstate--intrastate
 - "Oppressive child labor"
 - Hazardous occupations
 - Health and safety
 - School regulations
 - Occupations for minors 14-15
 - Occupations for minors 16-17
 - State regulations
 - Control of industrial homework
 - Working conditions
 - Safe place to work
 - Safe tools
 - Reasonably competent fellow workmen
 - Federal--State--Local regulations
- License

VI. JOB APPLICATION

- Letter of Application
- Application forms
- Preparation of Personal Resume
- Variation of Method (not all require written application)

VII. JOB INTERVIEW--SELLING YOURSELF

- Interviewers' Techniques
- Personal Appearance
 - Health
 - Grooming
 - Dress
- Social Ease and Manners
- Poise
- Selling Yourself and Your Services
 - Speaking clearly
 - Discussing one subject at a time
 - Using positive examples
 - Using discretion
- Interviewer evaluation
 - Home and background history
 - Job motivation
 - Personality traits
- Company Policies and Employee Obligations
- Honesty--(don't underrate yourself)
- Evaluating the Employer, the Company and the Job Opportunity

VIII. ANALYZE THE JOB

- Job Market
 - Number needed--distribution
 - Increasing or decreasing market
 - Supply--demand
 - Job based on Government contract or other bases
 - Jobs available in many areas
 - Rural and/or urban location
 - Size of business
- Job Description
 - Repetition--variety of work
 - Typical work plan--hours, days, week, month, year
 - Duties
 - Pleasant-unpleasant
 - Glamorous-less glamorous
 - Type of Equipment
 - Mental or physical tasks
 - Duties requiring standing, stooping, sitting, etc.
- Location of Work
 - Commuting required--time and cost
 - Mobility of job
 - Readiness to live away from home

- Area suited to health and family happiness
- Satisfactory off-the-job conditions
- Salary

- Requirement of Sunday or holiday work

Working Conditions--Environment

- Work surroundings--hot, air-conditioned, odorous, indoor, outdoor, noise, etc.
- Work location--high, cramped, etc.
- Work alone--near others--with others
- Employee comforts considered
- Government standards

Qualifications for Employees

- Tests--aptitude, interest, ability, performance
- Licence or certificate
- Age
- Physical requirements and/or limitations--height, weight, etc.
- Materials--uniforms, tools, equipment
- Residence
- Citizenship
- Preparation
 - Essential training
 - Desirable training
 - Time and cost of training
 - Approved schools and programs
 - Apprenticeship or on-the-job training
 - Prerequisites for training
- Union--open or union shop--preferential union shop

Entry Job

Advancement

- Percentage that advance
- Required time at each level of work
- Experience and/or preparation required
- Advancement to related occupations

Wages or Salary

- Low--average--high range of income
- Comparable income in various work locations
- Differences for sexes
- Commission or tips
- Merit pay
- Cost of living bases

Retirement

- Government
- Company
- Individual plan

Advantages and Disadvantages

- Hours--regular or irregular, long or short
- Vacations--paid, length
- Company reputation
 - Ethical standards
 - Frequent lay-off
 - Age acceptance and retention--young, older
 - Freedom to use own ideas
- Short working lifetime--model
- Area cost of housing and living
- Availability of satisfactory housing
- Skills developed transferable to other occupations

Discriminations

- Age
- Minority groups
- Union--open or closed shop
- Religious
- Political affiliation
- Character--police record, etc.
- Sex
- Economic
- Nationality
- Localism
- Handicapped
 - Physical
 - Mental
 - Health
- Marital status
- Military
- Dependents

Fringe Benefits

- Paid vacations
- Meals and/or cafeteria
- Overtime
- Health care
 - Medical-dental
 - Hospital
 - Visiting Nurses
- Library for employees
- Employee organizations
- Musical
- Dramatic
- Social
- Recreational activities
- Discounts
- Retirement plans
- Adult education
 - Train-retrain
 - Academic classes
 - Training for job advancement

- Commission and/or tips
- Bonus
- Profit sharing
- Child care centers
- Uniforms--provide and launder
- Transportation
 - To work
 - To new location
- Counseling services
 - Personal
 - Vocational
- Parking facilities
- Tools and equipment
- Sick leave
- Maternity leave
- Severance pay
- Supplementary unemployment benefits

IX. EARNINGS

Taxes

- Income tax
 - Percentage deducted
 - Legal deductions
 - Reporting taxes
- State taxes
 - Methods to compute
 - Taxable items
- State income tax
 - Method to compute
 - Method to report
 - Deductions

Insurance

- Workmen's compensation
 - Federal and state regulations
 - Occupations covered
 - Financed
 - Benefits
 - Eligibility requirements
- Unemployment insurance
- Accident and disability
- Health
 - Income protection
- Mortgage insurance
- Life
 - Term
 - Ordinary life and limited payment life
 - Annuity and endowment
- Title
- Liability
- Property--fire, theft, auto, etc.

Savings and Investments

- Stocks
- Bonds
- Company savings
- Capital
- Bank
- Savings and loan
- Profit sharing
- Credit unions

Money Management--Solvency

- Figure own earnings
- Payroll deductions
- Budgeting
- Banking
- Consumer buying
- Garnishee wages
- Credit
 - \$ cost
 - Computation of interest
 - Obtaining credit--where and how
- Contributions
 - Community
 - Business or office

X. CONTRACTS

Federal-State-Local controls

Work Contracts

- Oral
- Written
- Collective bargaining

Housing

- Renting
- Building
- Buying

Insurance

Medical

XI. JOB SUCCESS

Modern Work Attitudes

- Accept criticism
- Punctuality
- Care of equipment
- Tact
- Initiative
- Courage
- Dependability
- Employer is in business to make money
- Self-discipline
- Need for continued education
- Pride in excellence

Personal

Group

High sense of responsibility

Loyalty

Enthusiasm

Regular attendance

Work period of low salary or wages

Living on beginning salary

Co-operation

Competition

Honesty

Courtesy

Desire for security

Sense of humor

Promotions and increased responsibility

Dual role for women

Public relations--good will

Human Relations

Employee-employee

Employee-employer

Employee-family

Employee-customer

XII. CHANGING JOBS

Life's Goals

Plan of work

'Life's span' of occupations

Mobility

Vertical

Horizontal

Expectation to train and retrain

Ability to analyze new situation

Study towards job advancement

Job selection--area, state, national

Consideration for others

Family responsibility

Husband or wife and children

Cost of Job Change

Moving

Clothes or equipment

Commuting

Training applicable to related occupations

XIII. SPECIAL PROBLEMS

Moral and Ethical

Handling Complaints

Grievances

Money for Job Entry

Detection of Intended Fraud or Swindle

AN ANNOTATED BIBLIOGRAPHY ON EMPLOYMENT
EDUCATION IN HOME ECONOMICS

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These references are keyed according to the various areas of emphasis in employment education:

- B - Bases for an Employment Emphasis
- ES - Employment Situation
- HS - Employment Emphasis--Secondary Level
- PHS - Post High School Employment Education
- SL - Employment Education for Slow Learners
- SR - Most materials are teacher references. Those suitable for student use are marked Student Reference.



- B American Council on Education, The Education of Women: Signs for Future, Washington, D.C., 1959, 153 p., \$2.

The conference on the present status and trends in respect to education of women is reported in this volume. The conference focused on higher education for women and attitudes and prejudices which have prevented the entrance of large numbers of high-ability women students into certain programs and advanced graduate programs, in general.

- B American Vocational Association, Inc., Pilot Training Programs in
HS Home Economics, 1510 H Street, N.W., Washington, D.C., 20005,
PHS 1964, 16 pp.

The rationale for employment education in home economics is developed; supportive facts and figures are given in quotable form. Examples of employment education programs in home economics are described and direction for further development of employment education as a part of home economics is indicated.

- B Amidon, Edna P., "American Women--Their Status and Education,"
Practical Forecast for Home Economics, 9:3, pp. 26-27, 48-50,
November, 1963.

- ES Baer, Max F., "Some Employment Trends," Personnel and Guidance Journal, 41:4, pp. 300-301, December, 1962.

The information in this article is concerned with changes in proportions of workers engaged in various occupations. Unemployment is shown to be proportional to amount of training. Areas identified as those of increased need are research and scientific personnel.

- HS Berkeley Public Schools, High School Homemaking Department, Sanitary Food Service, Berkeley, California, 1960.

This represents a review of material from the Food Handlers Course offered by the Berkeley City Health Department. The Berkeley High School Homemaking Department offers courses entitled Food Service I and Food Service II. Requirements for entrance into these courses include a grade of "B" in Advanced Foods and recommendations of the counselor, lunchroom supervisor, instructor, and dean of girls. Food Service II includes 2 hours a day of paid employment.

- B Bernard, Louise, "Out of School and Out of Work," Overview, 3:32-35,
ES July, 1962.

This article is concerned with unemployed youth 14-19 years of age. The 1961 White House Conference on Children and Youth attacked this problem and recommended more work experience programs. This writer discusses cooperative work study programs and their functions.

- HS Bigler, George S., "All for Work Experience," Business Education Forum, 16:32, May, 1962.

Cooperative work experience programs have helped both students and employers. The writer suggests that there are advantages in having the student find his own job and in helping other students by telling them how he obtained his job. Educational materials which can be used in work experience programs are suggested.

- B Blunier, Glenna, "Opinions of Home Economics Supervisors on the Wage-Earning Emphasis in Home Economics Education at the Secondary Level," Unpublished Term Project in Education 456, University of Illinois, 1962. (Conference Proceedings)*

This study was initiated to determine opinions of state supervisors concerning the inclusion of an employment emphasis in the secondary home economics curriculum; to determine what activities, if any, were in operation in this general area, and to determine differences in the attitudes, opinions, and amount of activity between rural and urban areas. Findings were that a majority agree that education for wage-earning is an emerging

area of emphasis in home economics education at the level, and that preparation for wage-earning occupations does have a role in the secondary curriculum; forty-nine percent of all states returning questionnaires report some activity regarding education for wage-earning in the secondary home economics curriculum; and no statistically significant differences were found between the opinions of supervisors from rural and urban-industrial areas.

- HS Brigham, Grace H., Housekeeping for Hotels, Motels, Hospitals, Clubs,
PHS and Schools, Ahrens Publishing Company, Inc., New York, 1962,
SR 158 p.

This book makes a contribution toward advancing the professional status of housekeeping management. The text may be used either as a student or teacher reference in preparing executive housekeepers (who are accountable for the appearance of the entire house) and their assistants.

- HS Brown, Clara Maude, and Arneson, Ruth V., Employment Opportunities
PHS for Women with Limited Home Economics, Burgess Publishing Co.,
Minneapolis, Minnesota, 1944.

Lists of many home economics related jobs which require less than a college degree are included in this publication. Brown and Arneson, in 1944, recommended that adjustments be made in the secondary home economics curriculum to offer preparation for employment and that junior colleges are special trade schools offer terminal courses for those who cannot complete senior college.

- B Brown, Herbert L., editor, "The American Woman: Today and Tomorrow,"
Changing Times, 18:2, pp. 42-46.

This article is an editorial based on American Women, the report of the President's Commission on the Status of Women.

- PHS California State Department of Education, A Directory of Occupation-
Centered Curriculums in California Junior Colleges and Schools
for Adults, Sacramento, 1962, 40 pp.

A source of information of the occupational offerings of the many California junior colleges and schools for adults. It is organized around the various employment classifications. Several of the curriculum offerings are related to home economics.

- B California State Department of Education, Bureau of Homemaking
PHS Education, Technical and Semiprofessional Jobs for Women, Progress
Report, Sacramento, 1962, 40 pp.

This study was initiated as a result of the crucial shortage of technicians and the awareness that the talents and abilities of women to help alleviate this shortage were not being utilized. Some areas explored in this publication are the extent of

industry's need for technically trained employees, attitudes toward women in technical and semiprofessional positions, the need of women to work, the employment pattern of women, California and national projections of employment of women, routes to technical jobs, and factors which have limited the employment of women in technical and semiprofessional jobs.

- HS California State Department of Education, "Youth Employment in California," Sacramento, 1962.

The benefits of youth employment to themselves, to their employers, and to the community are discussed. An overview of procedures and regulations governing youth employment are included in this brochure with references to more detailed sources of information.

- SL Carson, Esther O., Campus Work Experience, 18623 Lake Chabot Rd.,
SR Castro Valley, California, 1962, 67 pp., \$1.95.

Campus Work Experience is a training work-text which may be used before or concurrently with a "school service" work experience program. On-campus work experiences in the school cafeteria and as a custodian's assistant are described.

- SL Carson, Esther O. and Daly, Flora M., Teenagers Prepare for Work,
SR Book I, 18623 Lake Chabot Road, Castro Valley, California, 1958,
84 pp., \$1.95.

This work-text is suitable for use in preparing the slow learner in the secondary school to take his place in society. It may be used as a tool to develop the skills and attitudes necessary for success in occupations such as factory worker, newsboy, waitress, dishwasher, baby-sitter, service station attendant, and mechanic's helper.

- SL Carson, Esther O., Teenagers Prepare for Work, Book II, 18623 Lake
SR Chabot Road, Castro Valley, California, 1958, 84 pp., \$1.95.

A work-text similar to Book I but it discusses skills and attitudes necessary for success in part-time jobs such as work in dog kennels, roadside stands and hospitals. Materials are also included which may be used in an "orientation to the world of work" unit for slow learners.

- PHS Denver Public Schools, Adult, Vocational, and Technical Education
Annual Report, Emily Griffith Opportunity School, Denver, Colorado,
1963, 20 pp.

The Emily Griffith Opportunity School is a publicly supported adult education program named for its founder, Emily Griffith.

In 1916 the opportunity school opened its doors to all adults who wanted to learn, irrespective of age, race, religion, nationality, and socio-economic status. One of the broad areas of study the adult student may select is homemaking education which, until recently, was primarily concerned with the homemaker in the home. Job-oriented programs involving home-related skills are now in the initial stages of development.

- HS Downs, Helen and True, Marcia, Home Economics Can Help Prepare for Wage-Earning Occupations, Summer Workshop, University of Maine, 1962. (Unpublished)

This leaflet includes an outline of the employment orientation unit planned by Helen Downs and Marcia True for the Edward Little High School, Auburn, Maine. The philosophy and objectives that guided the planning of this unit, a list of jobs categorized under the various major areas of home economics, and agencies available in the community with possibilities for work experience in jobs related to home economics are also included.

- HS Feingold, S. Norman and List, Harold, How to Get That Part-Time
PHS Job, Arco Publishing Company, Inc., New York, 1958, 92 pp.

This booklet presents hints on how to look for and where to obtain part-time jobs. It is equally helpful for students, who wish to insure their education; employed adults, who need additional income; and for those in retirement, who wish to remain useful and productive. Information concerning interviews, applications and laws governing part-time workers are presented. A listing of part-time jobs, including a glossary of little-known and unusual part-time jobs, completes this publication.

- B Fisher, Nanette Hunt, The Changing Role of Women and Its Implications for Home Economics Education, thesis, Hunter College, New York, 1962, 63 pp.

The role of women is one of the areas of radical transition in today's society. This change implies changes for family life education to better meet the needs of people today.

Mrs. Fisher explores the traditional role of women, compares it with today's not too clearly defined role, and discusses the problems of women in a transitional era. Some of the underlying factors precipitating this transition include automation, mechanization, labor-saving devices, a changing family pattern, a complex society, and changes in education.

The radical change in the roles of women has several implications for home economics education: a declining trend, but not

elimination, in skills education; teaching principles so that homemakers may apply the method best suited to the situation and personal needs of the family; an accent on management; an increased emphasis on educating the individual for family living; more education in the area of personal insight and understanding; and alteration to assist students who will be homemakers and job holders at the same time.

- B Friedan, Betty, "Emptiness is the Housewife's Complaint," Practical Forecast for Home Economics, 9:2 pp. 44, 85-86, Oct., 1963.

Betty Friedan reflects on the "feminine mystique" which drove women back into the home at a time when barriers were being lowered for their full participation in society. Frustration is blamed on the "emptiness of the housewife role." According to Betty Friedan, housewifery has expanded into a full-time career and labor-saving gadgets only serve to complicate housework by increasing standards of cleanliness. She cites studies by sociologists as evidence that today's full-time housewives spend as much time on housework as their mothers did 30 years earlier. Those who worked outside the home were exceptions and did their housework in half the time.

- B Friedan, Betty, "Woman: The Fourth Dimension," Ladies Home Journal, 81:5, pp. 48-53, June, 1964.

Betty Friedan, author of The Feminine Mystique, describes the lives of a few of the millions of American women who have moved beyond the feminine mystique, which defined woman solely in terms of three dimensions--wife, mother and homemaker.

- B Greenwald, Shirley E. and Greenwald, William I., "Historic Bases for Female Labor Force Participation," Journal of Home Economics, 55:5, p. 348-352, May, 1963.

The typical pattern of employment of women is discussed in relation to changes that have taken place in their legal status, political rights, and education. National catastrophies and social changes are cited as influential in changing the picture of the employment of women. In conclusion, the writers state that although a major portion of the time and energy of women will continue to be devoted to the task of being a wife and mother, the opportunity to combine employment with homemaking will increase due to such factors as the shrinking work week, new industry, changes in household technology, and nondiscriminatory positions and pay.

- HS Haldane, Bernard, How To Get A Head Start on Success, Olympia
SR Typewriter Co., New York 6, New York, 1963, 36 pp.

Mr. Haldane defines success as "the kind of life that permits you to do what you can do well and enjoyably, and in a way

that makes you proud of what you are doing." Ten steps for success, how to find jobs, obtain interviews, and prepare for interviews with confidence, are included in this pamphlet.

- B Hall, Guin, "A New Look at Women and Vocations," American Vocational Journal, 39:4, p. 25, April, 1964.

We are living in a fast-changing world and many of these changes affect women. Possible changes in curriculum due to these changes are discussed and guidelines for opening the doors to job opportunities for women are suggested.

- B Hannah, John A., "Education for the Jet Age," Journal of Home Economics, Vol. 55:10, Dec., 1963, pp. 745-750.

Hannah discusses trends and the changes that must take place in education to make it appropriate to the jet age. Needs and changes in vocational education is one of the topics discussed.

- HS Karnes, Merle, Prevocational Services for Handicapped Youth, Champaign Public Schools, Champaign, Illinois, 1961.

The Champaign unit 4 School District helps bridge the gap between the school and employment in the community by its pre-vocational services to youth. Roles and responsibilities of the various school personnel and school and community committees concerning services to the handicapped are discussed. Three developmental stages of work experience are offered in Champaign: the in-school work program, part-time work in the community in the work-study program, and post-school work experience.

- B Karnes, Merle B., "The High School Drop-Out," Conference Proceedings, A New Look at the Vocational Purposes of Home Economics Education, May 6-10, 1963, University of Illinois.*

Merle Karnes, director of special services in the Champaign schools, discusses the concern by lay and professional groups concerning dropouts, the characteristics of the school dropout, implications for an improved educational program to reduce and alleviate dropouts, and an example of how one community is attempting to cope with this problem.

- PHS Kiplinger, W. M., editor, "Technical Schools--Key to Opportunity," Changing Times, 17:10, pp. 31-33, October, 1963.

The demand for trained technicians continues to soar. The annual demand will be four or five times the number being educated. Since programs are not overcrowded and are expanding, high school graduates should not overlook this type of post-high school training. This article discusses various technical programs, places where training is available, and approximate costs of this kind of education.

- B Lawson, Dorothy S., "Is There a New Vocational Purpose in Home Economics Education," Conference Proceedings, A New Look at the Vocational Purposes of Home Economics Education, May 6-10, 1963, University of Illinois.*

Changing conditions such as increased employment of women, high marriage and divorce rates, increased consumer spending, increased home ownership, geographic mobility, automation, increasing school population, and high drop-out rates are cited by Dorothy Lawson, Chief, Bureau of Home Economics Education, New York, as factors leading to the need for program adjustment. Implications of these changes for home economics education include preparation for employment outside the home, and increased emphasis in the areas of management, child development and family relationships.

- HS Lefler, Janet, Blanc Francois, and Sack, Louis, The Waiter and His
PHS Public; Ahrens Publishing Co., Inc., New York, 1959, 109 pp.
SR

The background material for this publication has been supplied by a number of experts in the areas of food preparation and service. Psychology of service and harmonious relations with customers and other employees are emphasized as well as knowledge and techniques important to proper service. Interest is created by the cartoon-like pencil sketches and light humorous style of writing. Much of the content is as applicable to the preparation of waitresses as it is to waiters.

- B Lemmon, Louise, "Home Economics for Today's World," Nevada News, 34:32-38, 1962.

The problem of conserving human resources has become urgent in the "third industrial revolution" which is characterized by automation. As a result, the Manpower and Development Training Act came into existence.

Dr. Lemmon, Colorado State University, discusses some home economics related jobs for which girls might be prepared through secondary home economics programs. She suggests that the "dual" purposes of home economics can best be served through an adaptation of the Trump plan of staff utilization.

- B Markinko, Dorothy, "The Art of Being a Woman," Practical Forecast for Home Economics, 9:1, pp. 43, 158-162, Sept., 1963.

Many women have combined careers and homemaking successfully. The lives of some of these famous women, including Abigail Smith Adams, Mm. Marie Curie, Lucretia Coffin Mott, Mrs. Lucy Stone, Lydia E. Pinkham, Dr. Janet Travell, Dr. Frances Kelsey, Mary L. Bethune, Esther Peterson, Madame Pandit and Baroness Maria Von Trapp, are discussed in this article.

- HS Mason, Ralph and Rath, Patricia M., Distributive Notebook for
SR Occupational Growth, Interstate Printers and Publishers, Danville,
Illinois, 1963, \$1.75.

Although this work-text was prepared for distributive education students, many of the "orientation to work" pages are suitable for use in preparing students for home economics-related jobs.

- HS McKeon, Barbara, "Culinary Careers Deter Dropouts," Practical
Forecast for Home Economics, Vol. 9, No. 5, January, 1964, pp. 14-15.

Career guidance classes for potential dropouts and failures were organized five years ago in New York City. This article describes a career guidance class in the food service area. The total program has proved successful in preparing students for jobs and in helping them realize the need of more education.

- PHS Metropolitan Life Insurance Company, Mothers at Work, New York,
SR 1963, 16 pp.

This booklet was prepared to help working mothers by providing suggestions to make their dual role easier.

- B Miller, Jeanne, "Don't Forget the Girls," American Vocational
Journal, 35:5, pp. 9-11, May, 1960.

Jeanne Miller refers to Eli Ginzberg's book, Human Resources: The Wealth of a Nation, in which he urges the wise use of all our human resources and refers to startling labor statistics which reveal that today's woman will work an average of 27 years if she marries and has children, 31 years if she marries and has no children, and 40 years if she never marries. Jeanne Miller explains that our country needs more women in the labor force and investigates some of the fields women should be encouraged to consider.

- B Miller, Mae Josephine and Evans, Helen J., "Pre-Employment Education
HS by Home Economics Teachers," Illinois Teacher of Home Economics,
University of Illinois, 5:7, 1962, 47 pp., 50¢.

Many questions concerning the bases for establishing an employment emphasis in the secondary home economics curriculum are answered in this issue of Illinois Teacher of Home Economics. Some areas explored are today's employment picture, womanpower, the unskilled, trends in education, fields of employment in which growth is probable, trends in part-time employment, occupational planning for women, facts concerning maternal employment, dropouts, and recommendations for change.

- HS Miller, Mae Josephine and Evans, Helen J., "Pre-Employment Education by Home Economics Teachers," Illinois Teacher of Home Economics, 5:9, 1962, 47 pp. 50¢.

This issue was prepared as a follow-up for issue No. 7 of this volume. Some of the possibilities for including an employment emphasis in the secondary home economics curriculum are explored. The pilot program at Chicago's Flower Vocational High School is described and serves as a frame of reference for organization of work experience programs in home economics related jobs.

- B National Manpower Council, Womanpower, Columbia University Press,
ES New York, 1957, 372 pp., \$5.

Included in this volume are statistics and trends concerning the extent of employment of women and recommendations by the National Manpower Council concerning these trends. Men and women typically have different employment and educational experiences with respect to the amount and character of these experiences, but the reasons for these differences are still being debated.

The utilization of women in the armed forces during World War II, current shortages in various fields such as teaching, as well as public policies affecting womanpower, have served to open up new areas for women outside the home.

- B Nye, F. Ivan and Hoffman, Lois W., The Employed Mother in America,
Rand McNally and Company, Chicago, 1963, 406 pp., \$6.50.

A number of studies are presented by sociologists, psychologists, economists, and child development experts concerning maternal employment and its effects on the child, the husband-wife relationship, and on the adjustments of the mother to dual responsibilities.

The research studies in this book will provide informative background for those contemplating an employment emphasis in the home economics curriculum as well as a rationale for the employment of mothers.

- HS Paradis, Adrian A., From High School to a Job, David McKay Company,
SR Inc., New York, 1956, 233 pp., 50¢.

The author suggests that there are many job opportunities for noncollege-bound students. This book was written for the purpose of helping such students choose the right career. Career areas investigated in this publication are banking and finance, communications, construction, electric power and gas industries,

farming, government service, insurance, manufacturing, the petroleum industry, publishing, the restaurant and hotel business, selling, service industries and transportation. In addition to the information provided in this publication, further references are suggested for each area of job opportunities.

Attention is also given to general employability traits, making job applications, interviews, selection of and preparation for a career, and opportunities for continuing education.

- ES Perrella, Vera C., "Marital and Family Characteristics of Workers," Monthly Labor Review, Vol. 87, No. 2, pp. 149-160, February, 1964.

This article is one of a series of special labor force reports from the United States Department of Labor, Bureau of Labor Statistics. An increasing proportion of the labor force are married women and the median age of married women workers has gradually raised. Vera Perrella of the Division of Population and Labor Force Studies discusses these factors and the reasons underlying these and other changes in the marital and family characteristics of workers.

Education of women, their commitment to the work world, effects on the labor force of the employment of married women, unemployment, earnings and occupations, and job stability are also treated statistically in this report.

- B Peterson, Esther, "The Myth and the Reality," Realm, 1:1, October,
ES 1963.

The image of the "typical woman" created by television and movies is unrealistic. Esther Peterson discusses the work-experience patterns of married women and explodes the myths about "the American woman" that stifle opportunity.

- B Pryor, Hubert, "Surprising Facts About Women, Work, and Marriage,"
ES Science Digest, 54:79-82, October, 1963.

This article includes a statistical analysis of twentieth century trends concerning women, work, and marriage. Some of the trends covered in this article are that a larger proportion of women marry, women's educational opportunities have increased, an increasingly larger proportion of married women are regularly employed, the trend in the number of children in the family is away from either the one-child or the super-large family, the life span of women has increased significantly, and increasingly larger proportions of mothers are employed outside the home.

- HS Purgraski, Carolyn, "Job Pretraining," Practical Forecast for Home Economics, Vol. 9, No. 9, pp. 14-15, 31, May, 1964.

Enrollments in senior home economics have increased in Bay City, Michigan as a result of the inclusion of a job pre-training course designed for any senior girl--no prerequisites. The four parts included in the course are an introduction to the woman's world of work; grooming for a job; an investigation and basic training in the food services; and investigation and job training in the areas of business and sales.

- HS Putnam, Jane and Loedel, Charles, "We Emphasize Job Orientation for Seniors," Business Education World, 43:24, May, 1963.

Lectures, discussions, sample interviews, and movies are some of the activities included in the job orientation program for seniors described by these writers. The objectives of this program are: to acquaint seniors with procedures in securing employment; to communicate to the student the places and ways to secure employment; to improve students' skill in completing application forms in preparing personal data sheets and in developing letters of application; to help them learn to use interviews to sell themselves to their future employers; to impress seniors with requisites for job success; and to explain why some employees are not successful.

- ES Ravitz, Mel, "The Implications for Changing Employment Patterns," Adult Leadership, 11:199-200, January, 1963.

Some of the changes in the employment patterns of the United States include a decline in the number of workers needed in agriculture, fishing, mining, and forestry and an increase in the number needed in transportation, communication, trades, professions, clerical work, construction and skilled labor; an influx of women in paid employment; and an earlier retirement age. Implications of recent employment trends are that more training and retraining are needed, job discrimination should be eliminated, and work should be made available to those now unemployed by reducing the length of the work week of some.

- SL Rochester Board of Education, Department of Special Education,
SR Rochester Occupational Reading Series: Bakeries, Syracuse Press, Syracuse 10, New York, 1957, 64 pp.

This work-text is designed to meet the needs of special education students in the secondary school. Emphasis is placed on improvement in reading and writing as well as knowledge, skills, and attitudes necessary for success in occupations in bakeries.

- SL Rochester Board of Education, Department of Special Education,
SR Rochester Occupational Reading Series: Restaurants and Cafeterias,
Syracuse 10, New York, 1954, 48 pp.

This work-text is similar in content and objectives to Bakeries but emphasizes skills and attitudes essential for successful employment in restaurants and cafeterias.

- HS Savitzky, Charles, "Work Experience for Potential Dropouts,"
National Association of Secondary School Principals Bulletin, 46:
53-9, Nov. '62.

School officials have become increasingly concerned with the dropout problem. This article discusses identification of potential dropouts and rehabilitation and redirection through work-experience or work-study programs. Specific changes in curriculum content to more adequately meet the needs of this group of students are suggested.

- B Schill, William John., "Commonalities in Vocational Education,"
Conference Proceedings, A New Look at the Vocational Purposes of
Home Economics Education, May 6-10, 1963, University of Illinois.*

Professor Schill discusses the trend toward increased employment of women and changes in the roles of men and women. A major objective of this paper is the identification of a common core of material pertinent to all areas of vocational education.

- B Science Research Associates, Inc., Guidance Newsletter, "New Look
in Occupational Information," Chicago, Sept., 1963.

The purposes of occupational information are to motivate the student toward academic achievement, to aid in the selection of appropriate courses, and to assure optimum employment in the years to come. Preparation for employment is no longer thought of in terms of specific job titles, but rather in the development of basic capacities and attitudes necessary for successful employment.

- HS Science Research Associates, Inc., Guidance Newsletter, "Work
Study Plan Involves Total Education," Chicago, Sept., 1962.

This newsletter discusses a work-study project in Chicago made successful through the combined efforts of the school board; Carson, Pirie, Scott, and Co.; and a grant from the Ford Foundation. Sixty boys and girls, 16 and over, were included in this pilot project.

- HS Science Research Associates, Occupational Briefs on America's
 SR Major Job Fields, 259 East Erie Street, Chicago 11, Illinois, 1961,
 35¢.

Occupational briefs may be purchased singly or in quantity for a number of occupations which are related to home economics. The following are discussed for each occupation: nature of the work, requirements and training, getting started, related jobs, earnings, and future outlook.

- B Simpson, Elizabeth, "Selected Issues and Problems in Secondary Education--How Are They Being Met," Journal of Home Economics, 55:1, 1963.

The secondary school has been a target of frequent criticism in recent years arising from its ambiguity of purpose, social changes that have occurred faster than adaptations in education, and the difficulties encountered in meeting the needs of a diverse pupil population.

Four aspects of the issue regarding purpose are discussed at length in this article. They are (1) preparation for college and increased rigor, (2) development of the ability to think, (3) vocationalism, and (4) preparation for the special roles of women and men in our society.

The question of choosing content appropriate in a period of rapid change is discussed in a later section of the article. The approach taken by home economics at the national, state, and local levels is that of identifying "fundamental principles, central concepts, and major ideas."

A final section discusses the problem of meeting the needs of all members of the school population.

- B Sorenson, Roy, Youth's Need for Challenge and Place in American Society: Its Implications for Adult Institutions, National Committee for Children and Youth, Washington 25, D.C., 1962, 24 pp., 25¢.

This pamphlet is a copy of the thought-provoking address by Roy Sorenson to the opening session of the Joint Conference on Children and Youth. The nature of adolescence, the problems and needs of youth and their implications for adults and adult institutions are discussed. Some of the challenges for youth which adult institutions may help meet include the challenge of competence in self-fulfilling activity, the challenge of understanding, the challenge of a truer public image, the challenge of work and responsibility, the challenge of role models, and the challenge of commitment to a better future for mankind.

- HS Sterling Publishing Co., Sterling Guide to Summer Jobs, New York,
SR 1962, 128 pp., \$2.50.

The editors of the Sterling Publishing Company, under the supervision of Marianne S. Andersen, have conducted a survey among hundreds of colleges and universities, placement services, industrial leaders, and church councils in an attempt to answer students' questions concerning summer and part-time employment: In what kinds of jobs are students working? Which pay the highest salaries? Which provide good training for future careers? This book is written with those students in mind who aim for maximum earnings in a minimum of time as well as those who are looking for the type of job most useful as a stepping-stone to lifetime employment. Although this book was written with the college student in mind, much of the content may be adapted to meet the needs of students at the secondary level.

- B Stern, Jacob, "The Woman As A Wage Earner," speech, Conference,
ES A New Look at the Vocational Purposes of Home Economics Education,
May 6-10, 1963, University of Illinois.*

This outline of Mr. Stern's speech includes an integrated view of the woman, statistics concerning women in the labor force, short-term and long-term trends in women's employment, and suggestions through which the education of women may effectively encompass both trends.

- B Thal, Helen M., editor, "Working Wives: A Roundup of Facts and
Implications for Family Finance Education," Teaching Topics, 13:2,
pp. 7-11, Spring, 1964.

Teaching Topics has presented a condensed version of facts pertinent to the discussion of working women. This summary includes statistics and a discussion of the reasons married women work, occupations in which large percentages of married women are employed, earnings of married women and how they are spent, effects on the family of the wife's and mother's outside employment, and implications of these findings for educators.

- HS The Institute for Research, Candy Store Operation As A Career,
SR Career Research Monograph, No. 144, Chicago, 1962, 95¢.

This monograph is concerned with the operation of a retail candy store and the careers of owner-operator, store manager, candy maker, and sales clerk in a candy store. Topics explored include the history of candy tradesmen, the importance of the career, types of candy stores, jobs in a retail candy store, personal qualifications, education, salaries, opportunities, and establishing a candy store.

- HS The Institute for Research, Executive Housekeeping As A Career,
SR Career Research Monograph No. 181, Chicago, 1960, 95¢.

Increasing recognition is being given to the work of the executive housekeeper. Salaries have improved and opportunities are greater than ever before. This monograph gives some insight into the nature of this career and qualifications for success.

- HS The Institute for Research, Flower Shop Management As A Career,
SR Career Research Monograph No. 63, Chicago, 1962, 95¢.

As a result of the increasing importance of flowers in modern life, the business of floriculture has attained considerable size. Some of the advantages and disadvantages of work in a florist shop and how to get started in the business are discussed.

- HS The Institute for Research, Gift and Art Shop Operation As A Career,
SR Career Research Monograph No. 87, Chicago, 1964, 95¢.

The operation of gift shops has proved both profitable and enjoyable for the thousands of persons engaged in this vocation. Research concerning this vocation has revealed its history, the nature of the career, qualifications, earnings, opportunities, and how to get started in the business.

- HS The Institute for Research, Nursery School Operation and Teaching As A Career,
SR Career Research Monograph No. 214, Chicago, 1964, 95¢.

Because of the increasing importance today of providing educational facilities for the child of pre-school age, teachers are in great demand in nursery schools. Opportunities exist in both public and private nursery schools all over the country. This monograph describes the nature of the work, qualifications, salaries and earnings which may be expected.

- HS The Institute for Research, Professional Cook and Executive Chef-- Careers,
SR Career Research Monograph No. 230, Chicago, 1962, 95¢.

Every day the number of persons who eat their meals outside the home grows larger. This research monograph offers much information concerning the growing field of food services.

- HS The Institute for Research, Restaurant, Tea Room, and Cafeteria Operation--Careers,
SR Career Research Monograph No. 69, Chicago, 1959, 95¢.

Positions in food service from bus boys to chain executives are described in this monograph along with the personal qualifications, education, training and earnings to be expected in the various positions.

- HS The Institute for Research, Snack Shop Restaurant Operation As A
SR Career, Career Research Monograph No. 161, Chicago, 1963, 95¢.

This monograph is primarily concerned with the work of the owner-operator, as well as other jobs in small eating places.

- HS The Institute for Research, Women's Apparel Shop Operation As A
SR Career, Career Research Monograph No. 55, Chicago, 1962, 95¢.

This monograph includes a brief history of the retailing industry, a detailed description of the various kinds of jobs, personal qualifications, training, salaries, and opportunities in the field.

- B Torre, Marie, "I am a Working Mother," Look 26:55-8, March 13, 1962.

One-third of all mothers with children under eighteen are employed outside the home. This article stresses the importance of engaging a good mother substitute to assume the mother's duties while she is away at work. It is also important to the adjustment of the children that the mother not feel guilty about her employment.

- PHS United States Department of Health, Education, and Welfare, Office
SR of Education, Division of Vocational Technical Education, Child Day-Care Center Worker, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, 20¢.

Suggested curriculum guides for training programs in home and community services prepared for the Manpower Development and Training Program are now available at 20¢ each. Other titles are Clothing Maintenance Specialist, Companion to an Elderly Person, Family Dinner Service Specialist, Homemaker's Assistant, Hotel and Motel Housekeeping Aides, Management Aide in Low-Rent Public Housing Projects, Supervised Food Service Worker, and Visiting Homemaker.

- ES United State Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, Pub. No. 80020, a summary of Pub. No. 80021, Superintendent of Documents, United States Government Printing Office, Washington 25, D.C., 1962, 24 pp., 30¢.

In the next decade 26 million young workers will start work. Only two out of ten of these will be college graduates. Since occupations which are rapidly expanding require the most training, several vocational education statutes have been passed to meet the challenge of the changing world of work. This bulletin discusses the changing employment picture, vocational education statutes, and the implications for

vocational education due to these changes. Much of the information is graphically illustrated. Panel Report, Publication No. OE-80021 available for \$1.25, 296 pp.

- HS United States Department of Health, Education, and Welfare, Office
PHS of Education, Food Service Industry, Training Programs and
SR Facilities, Vocational Division Bulletin No. 298, Washington, D.C.,
U.S. Government Printing Office, 1961, 183 pp., 65¢.

The employment potential in the food service industry is increasing. Food service offers a variety of jobs requiring a wide range of ability and training. This bulletin covers the scope and functions of food service and the roles, qualifications, opportunities, responsibilities, and training of the food service sales person.

- HS United States Department of Health, Education, and Welfare, Office
PHS of Education, Management Problems of Homemakers Employed Outside
SR the Home, Vocational Division Bulletin No. 289, U.S. Government
Printing Office, Washington, D.C., 1961, 153 pp., 65¢.

This information is especially pertinent in an age of increasing maternal employment. Teachers, as well as students, will find this a helpful reference in management units. Some of the areas of emphasis included are: deciding to work outside the home; dividing responsibility among family members; guidance and care of children when the mother is employed; management of time and energy; maintaining health and caring for the sick; management of food and provisions for clothing; management of money; purchasing problems; planning for housing, furnishings, and equipment; planning for recreation and leisure; and family attitudes concerning maternal employment.

- HS United States Department of Labor, Bureau of Employment Security,
SR Choosing Your Occupations, Superintendent of Documents, United
States Government Printing Office, Washington 25, D.C., 1962, 16 pp.

This pamphlet includes career guidelines for high school students.

- HS United States Department of Labor, Bureau of Employment Security,
SR How to Get and Hold the Right Job, Superintendent of Documents,
United States Government Printing Office, Washington 25, D.C., 1962,
19 pp., 10¢.

This pamphlet provides tips on how to get and hold the right job. Includes discussions of what to look for in a job, where to go for job leads, letters of application, interviews, why workers lose their jobs, and getting ahead in your field.

- ES United States Department of Labor, Bureau of Employment Security,
 HS Job Guide for Young Workers, U.S. Government Printing Office,
 SR Washington, D.C., 1963, 89 pp., 45¢.

Advice is given young job seekers in selection of appropriate objectives and the means for their attainment. Places to obtain booklets and information or leads to jobs are suggested. The job outlook for the next decade shows that opportunities in construction, finance-insurance-real estate, trades, service and government will expand and those in manufacturing, transportation and utilities, mining, and agriculture will remain about the same or decline. A major portion of this publication is concerned with specific jobs and the duties, characteristics, qualifications, employment prospects, advancement opportunities, and possible locations for employment on each.

- ES United States Department of Labor, Bureau of Employment Security,
The Occupational Outlook for the Decade 1960 to 1970, U.S. Government
 Printing Office, Washington, D.C., 1961.

Tables present the projected figures for the decade between 1960 and 1970 in population, labor force, and work opportunities. Consideration of this data will give direction to teachers and counselors of young people in secondary schools and colleges.

- ES United States Department of Labor, Bureau of Labor Standards,
Design for Community Action, Bulletin 248, Superintendent of
 Documents, U.S. Government Printing Office, Washington 25, D.C.,
 1962, 36 pp., 20¢.

Part I of this bulletin discusses the employment problems of youth in today's radically changing labor market. The necessity to take immediate action to assist the youth who are presently unemployed and to develop new programs to forestall even greater problems in the future are stressed.

Part II outlines a method by which communities can launch a program to help solve the occupational problems of young people.

- HS United States Department of Labor, Bureau of Labor Standards,
 SR "History of Federal Regulation of Child Labor," Leaflet No. 5,
 Superintendent of Documents, United States Government Printing
 Office, Washington, D.C., 1959.

Congress enacted a Child Labor Act in 1916 which was later declared unconstitutional. Other attempts were made and an amendment to the Constitution which declared the right of Congress to set limits on the labor of persons under 18 was proposed. The Federal Fair Labor Standards Act was enacted in 1938. These are the major facts given in this brochure.

- HS United States Department of Labor, Bureau of Labor Standards,
 SR Some Facts for Young Workers About Work and Labor Laws, Bulletin
 No. 208, Superintendent of Documents, United States Government
 Printing Office, Washington, D.C., 1959, 21 pp., 15¢.

This bulletin is divided into two parts. Part I deals with the obligations, responsibilities, and opportunities of the world of work; Part II is designed to help students gain a greater understanding of state and federal labor laws.

- HS United States Department of Labor, Dictionary of Occupational
 Titles, U.S. Government Printing Office, Washington, D.C., 1963.

Volume I lists jobs in job families with job definitions. Volume II groups jobs according to worker's traits and is more applicable for use as a counseling tool.

- HS United States Department of Labor, Occupational Outlook Handbook,
 PHS Bulletin No. 1300, Superintendent of Documents, U.S. Government
 SR Printing Office, Washington 25, D.C., 1963-64, 830 pp. \$4.75.

The introductory part of this publication is designed to help counselors and students make effective use of the handbook. It describes the content and organization of the book, suggests supplementary sources of occupational information, and describes some of the most important trends in population and employment.

The main body of the book is arranged in chapters dealing with the various groups of related occupations. The following information is discussed for each occupation: nature of work; place of employment; training, other qualifications and advancement; employment outlook; earnings and working conditions; and where to go for more information. Reprints of this information for many occupations may be purchased for 5 or 10¢ each.

- PHS United States Department of Labor, Office of Manpower, Automation
 and Training, "Occupational Training of Women under the Manpower
 Development and Training Act," Manpower Evaluation Report, Bulletin
 No. 3, Superintendent of Documents, United States Government
 Printing Office, Washington, D.C., 1964, 19 pp.

This report evaluates the extent to which training programs are meeting the needs of unemployed women. Several questions are answered in the report: Who were the women trainees? For what occupations were the women trained? What were the employment rates of the women after training?

- B United States Department of Labor, Office of Manpower, Automation, and Training, People, Skills, and Jobs, Highlights of the Manpower Report of the President, U.S. Government Printing Office, Washington, D.C., 1963, 29 pp.

Our most pressing manpower problem is the waste of economic resources when people cannot find jobs. Population growth and technological change have contributed to this problem. The United States is plagued by one of the highest rates of unemployment in the world and a marked increase in long-term unemployment has created a dire need for retraining so that workers can learn new and marketable skills.

- B United States Department of Labor, Office of Manpower, Automation, and Training, Young Workers: Their Special Training Needs, Manpower Research Bulletin No. 3, U.S. Government Printing Office, Washington, D.C., 1963, 19 pp.

The problem of noncollege-bound young workers who are inadequately trained for the jobs available presents a challenge to educators, parents, management and labor, and government officials. The most handicapped in the job market are racial minorities, drop-outs, juvenile delinquents, the disabled, and rural youth. Statistics concerning this problem and areas of the U.S. where it is most acute are presented in charts. Recommendations were made for immediate action in increasing job training programs and making them more realistic.

- B United States Department of Labor, The President's Committee on Youth Employment, The Challenge of Jobless Youth, U.S. Government Printing Office, Washington, D.C., 1963, 20 pp.

Labor facts and statistics concerning the jobless are presented in this booklet along with recommendations by the President's Committee on Youth Employment for meeting the immediate needs of jobless youth.

- B United States Department of Labor, Women's Bureau, American Women, ES U.S. Government Printing Office, Washington, D.C., 1963, 86 pp., \$1.25.

The report of the President's Commission on the Status of Women was dedicated to Eleanor Roosevelt, its deceased chairman. In this publication, facts and statistics concerning American women and employment of women are clearly illustrated in charts and graphs. Some of the recommendations of this committee concern improvements in the education and counseling of girls and mature women, increasing facilities for retraining of those who have been absent to raise families, continuing to emphasize preparation for homemaking, improving day care for children of working mothers, increasing community homemaker services, and improving legislation to require equal pay for equal work irrespective of race or sex.

- ES United States Department of Labor, Women's Bureau, Careers for
PHS Women as Technicians, U.S. Government Printing Office, Washington,
D.C., 1961, 27 pp., 20¢.

Technical occupations are relatively new and are considered an emerging occupational field for women. There is a serious shortage of trained personnel in these fields and many of the technical occupations are particularly suited to women. Occupations of this type and those where women are increasingly being accepted are enumerated. Training requirements, facilities for training, earnings, and future outlook for technicians are topics of discussion in this pamphlet.

- B Van Horn, Rua, "Home Economics Education for Wage Earners,"
American Vocational Journal, 39:4, pp. 23-24, April, 1964.

Miss Van Horn discusses policies governing vocational education and explains the rationale for an employment emphasis in home economics education. She discusses briefly curriculum guides that have been prepared to train workers in nine areas related to home economics: child day-care center workers, management aides, supervised food service workers, wardrobe maintenance specialists, companions to the elderly, family dinner service specialists, and homemakers' assistants.

Miss Van Horn also explains how programs for wage earning differ from those which prepare for homemaking.

- B Venn, Grant, Man, Education, and Work, Postsecondary Vocational
ES and Technical Education, American Council on Education, 1785
PHS Massachusetts Avenue, N.W., Washington, D.C., 1964, 184 pp., \$1.50.

The thesis of this report is that "technology has created a new relationship between man, his education, and his work, in which education is placed squarely between man and his work." The present situation in respect to technological developments, the nature of work, and educational requirements for the world of work is presented. An interesting chapter deals with the development of vocational and technical education. This is followed by a discussion of current efforts in the United States to provide occupational education. Federal programs of vocational and technical education are described. Consideration is given to manpower needs, present and future. Major issues in vocational and technical education are stated followed by the author's conclusions and recommendations. Fifteen broad recommendations are broken down into specific suggestions for their achievement.

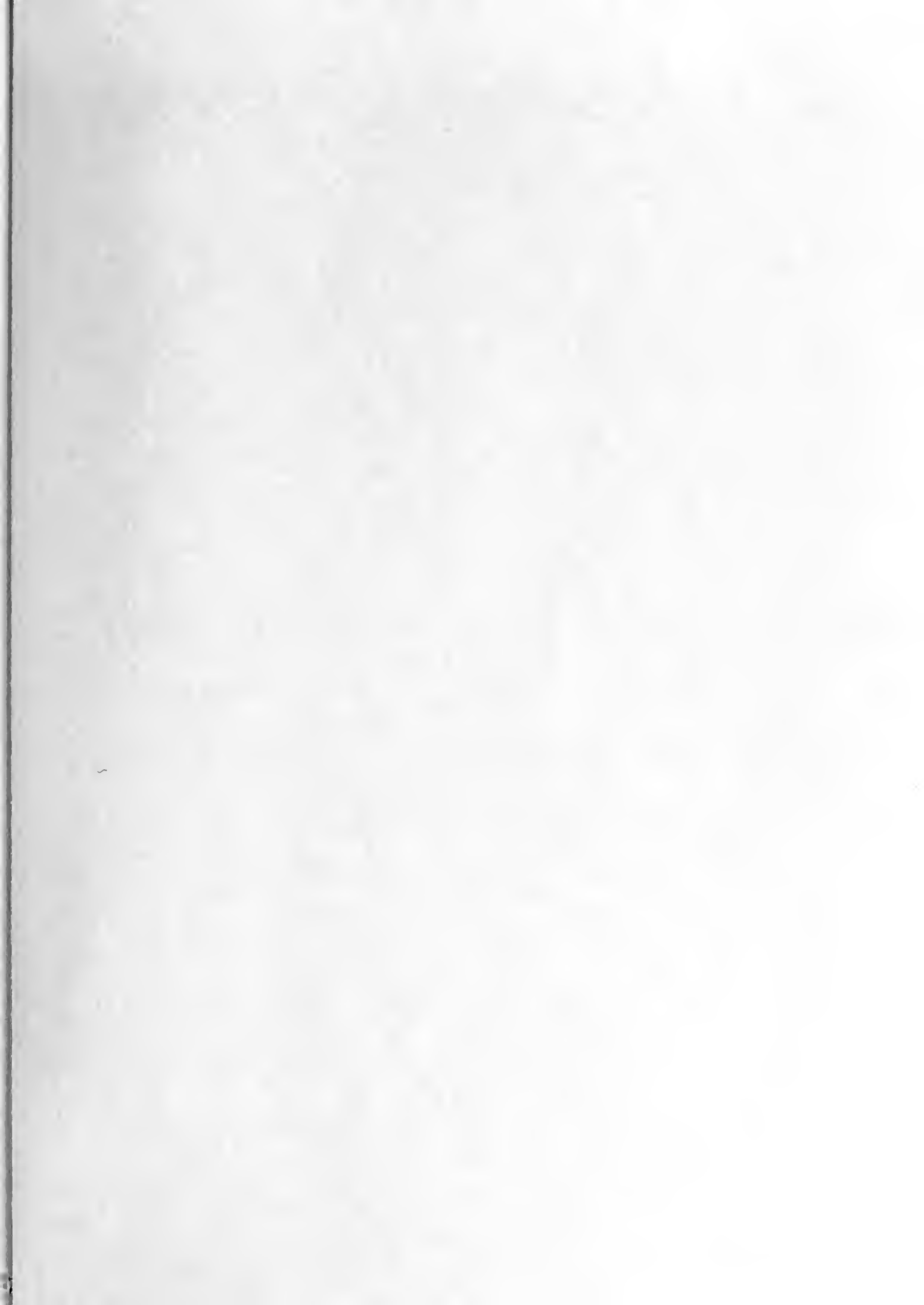
HS Woodring, Paul, Editor, "Education of Women," Saturday Review,
 PHS 46:20, May 18, 1963, pp. 64-70, 81-82.

The role of women and women's education has been debated from the beginning of time. Writers, poets, and society have created a dichotomy of roles for women--the idealistic and the realistic. These writers suggest some changes and improvements needed in the education of women.

Contributors for 'The Education of Women' are Nell Eurich, Assistant Professor of English, New York University; Edward Eddy, Jr., President of Chatham College; and Pauline Tompkins, General Director of the American Association of University Women.

*Conference Proceedings Available for \$1, Division of University Extension, Illini Hall, University of Illinois, Champaign, Illinois.

 * We are sorry! A misprint appeared in the table on page 65 of *
 * Volume VII, No. 6. Item Number 3, Column 3 should read 80 *
 * rather than 8. *



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FLEXIBILITY TO MEET NEW CHALLENGES IN HOME ECONOMICS EDUCATION

Foreword

To reiterate a statement made in the Illinois Teacher, Vol. VIII, No. 1, "Avoiding the controversial is not a purpose of the Illinois Teacher." Rather, and particularly in this present volume, we are hoping to present various points of view on significant issues in home economics education. We believe that this issue of the publication contains some provocative ideas about curriculum and facilities. We are most interested in receiving your reactions to these ideas.

In this issue, Dr. Louise Lemmon discusses "Integrating Home Economics Into the General Education Program." The article was written at the request of the editors of the Illinois Teacher, who asked Dr. Lemmon to expand on ideas presented in a speech that she gave at a State Conference in Nevada. The speech appeared under the title, "Home Economics for Today's World" in the Nevada News, 34:32-38, 1962.

"The Setting for the Home Economics Program at the Secondary Level--A New Look" is discussed by Professor Elizabeth Simpson of the editorial staff of the Illinois Teacher and Joseph M. Barrow of the architectural firm of Atkin-Barrow and Graham, Incorporated in Urbana, Illinois. The firm specializes in planning educational facilities. Mr. Barrow has served as resource person for home economics education classes at the University of Illinois. A highlight of his presentation to a workshop in the summer session, 1964, was a series of pictures of activities of women in Sierra Leone, West Africa, where he has served as campus planner for Njala University College.

In a third article in this issue, Elizabeth Simpson presents her point of view regarding education for employment, one of the new challenges of home economics at the secondary level.

Volume VIII, No. 3 of the Illinois Teacher will report on some activities related to employment education in Illinois. State Chief of Home Economics Education Elsie Buchanan is preparing the lead article for this issue. Volume VIII, No. 4 will contain information on employment education activities in other states. We would be pleased to hear what YOU are doing in this regard.

--Editorial Board
Illinois Teacher
of Home Economics

FLEXIBILITY TO MEET NEW CHALLENGES IN HOME ECONOMICS EDUCATION--
in the Curriculum

INTEGRATING HOME ECONOMICS INTO THE GENERAL EDUCATION PROGRAM

Louise Lemmon

* * * * *

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* * * * *

One of the salient ideas in education today that affects the home economics curriculum is the emphasis on the merging of vocational education with general education. The discussion in this paper is directed toward the illustration of means of integrating home economics programs into general education in the secondary schools.

First, let us consider the fact that the merging of vocational and general education is felt important by many. Following are some statements made by American leaders who are concerned that the education of Americans be appropriate for the times. The statements are directed toward the need for basic or general education for all Americans.

Malcolm Knowles, in the Handbook of Adult Education, says:

The pioneers in vocational education (Prosser, Wright, Cooley and others) tended to emphasize a narrow, specialized type of vocational education, largely segregated from other forms of education. This emphasis may have been suited to the times, but the times have changed. The modern vocational educator emphasizes the need of workers for broad and basic education, for adaptability, for continued growth through a long working life. He deplores any arrangement which leads a worker into a 'blind alley' or narrows his vision or prostitutes him for others' purposes. He has given up the idea that pre-employment education is all that is necessary and has turned his attention to continuing education....¹

¹ Handbook of Adult Education, edited by Malcolm Knowles, Chicago: Adult Education Association, 1960.

Following is an excerpt from a speech made by Francis Keppell, U.S. Commissioner of Education, at the 1963 Convention of the American Vocational Association.

But if education is to serve, it must be responsive and sound--from elementary to vocational education, from high school to college. Above all, it calls for an end to the reckless segmenting of education itself, so that this nation may provide the fullest opportunities for our young people to grow up as useful and productive citizens.

The result of this segmentation has been that general and vocational education have too often become separate streams in the development of our secondary schooling. Now we must find means of rechanneling these two streams into one substantial flow, just as we must find means of broadening the opportunities for education for all citizens.²

In 1962 President Kennedy appointed a panel, representing various professions from the different regions of the United States, to evaluate and make recommendations for vocational education. In 1963 the report of this panel was published as, Education for a Changing World of Work. From that report comes the following.

An understanding of the changing nature of the labor force and flexibility in attitudes toward work will greatly facilitate the process of retraining which will be necessary for large proportions of our working population in the years ahead. This suggests that the major part of our education for vocations should not be oriented to training for a specific occupational career. Rather, the vocational education program should be designed to prepare youth for a continuing program of adult education throughout life.

From the same chapter of this report we read,

The most valuable vocational training that can be provided in the elementary and secondary school for most youths is, therefore, in basic general education which has not previously been identified as vocational education.³

In a speech at Eastern Illinois University, July 1964, Max Lerner said that the meaning of civil rights lies in the concept of "access."

²Francis Keppell, from speech delivered to American Vocational Association, Atlantic City, December 1963.

³Education for a Changing World of Work, report of the Panel of Consultants on Vocational Education requested by the President of the United States, Washington, D.C., U.S. Department of Health, Education and Welfare, 1963.

If one applies the broad meaning of civil rights here one can interpret this statement to include all civil rights for all Americans. What can we answer if asked if all students in our secondary schools have been given equal access to a general education program? I believe our answer has to be negative because many of our students are counseled into vocational programs and do not have equal access to the broad vista of education that is available.⁴

In The Changing Curriculum of the American High School, Kimball Wiles states that the curriculum needed for today's world,

Provides a general education that gives an understanding of family living, economic concepts, democratic values and a respect for work.

The major portion of each student's program should be individualized elective education.

These quotations are only a few of many statements made today which recommend a merger between vocational and general education. Let us take a closer look at the reasons for this wide-spread feeling for general education for all.

Why the Emphasis on General Education?

Why are some leaders emphasizing the need for the integration of vocational education into general education? Let us glance at some of the forces in our world today which suggest direction for the type of education that will enable one to understand and participate adequately in one's environment, whether it be at home, school, work or anywhere else. The following characteristics of our era will be discussed briefly from the standpoint of their relationship to the integrating of vocational with general education.

The Explosion of Knowledge

Because knowledge is expanding rapidly and at the same time becoming obsolete, the teaching-learning entirely of specifics is almost a hopeless task. Today, educators can do a great service to students by helping them develop concepts and generalizations. In applied fields such as vocational education or home economics, specifically, the concepts and generalizations come from the basic concepts taught in the general subjects. Being introduced to a concept in a general field of study and following it through in the specific field, gives a student

⁴Kimball Wiles, The Changing Curriculum of the American High School, Englewood Cliffs, Prentice-Hall, 1963.

a broader understanding. Research shows that greater transfer takes place in new situations when students understand basic concepts. Even in a changing world the student might be able to hold on to some basic learnings which he can use in new situations, even though the related specifics are obsolete. Such learnings are available in a general education curriculum, whereas a segmented traditional vocational program usually provides training for many specifics which may become obsolete quickly.

The Economic Development in the Nation

More and more families are moving toward affluence. Such movement will enable people to earn more money than ever before, to spend less time working and to spend more money on discretionary consumption. It will enable many to leave the confinement of second-class citizenship and to participate in the environment of the "good life." One characteristic of the "good life" is that there are no bounds on interests. Interests are learned, but education has to be broad enough to introduce the student to the many directions in which he may go in order to develop interests. The quality of our civilization partially depends upon how we teach people to use their leisure time. Again, we can see the implications for general rather than an abundance of specifics in each student's curriculum.

Preservation of a World Where Dignity of the Individual is Important

With the increasing means for instant communication and dissemination of subtle propaganda, the free world is going to need citizens with broad understandings in order that they can participate in maintaining freedom if dignity of the individual continues to exist. Can we afford to produce members of a work force and homemakers whose fields of vision have been narrowed by a one-track curriculum in specifics?

Mobility of the Population

Nearly one out of five Americans changes his address every year. In view of this fact, how can we be certain that jobs existing in one part of the world will exist in another part? How can educators be certain that specific vocational education will not become obsolete for individuals as they move from city to city and from country to country?

Lengthening Life Span

Because of scientific advances in the field of medicine, an individual can look forward to living quite a few years beyond job retirement. If education can transcendent mere job preparation a person will have access to fulfillment beyond the job all of his working and retirement life. Again, we see implications for a broad rather than a narrow education.

Technological Change and a Scientific Age

The development of automation is constantly changing the nature of work. A man's job may be here today but gone tomorrow because it was replaced by a machine. Experts in labor tell us that the best preparation a future worker can have is a general education that includes science, mathematics, and communication skills plus the acquisition of attitudes for meeting change and continuing education.

The world in which we are living is based on science. In order to participate in it intelligently, the average citizen will need to understand scientific principles and methods if he is to understand the world. Again, we see the need for a large proportion of general education.

Rapidity of Change

Every social force that we have mentioned has been characterized by rapidity of change, but we mention this factor again to emphasize the part it plays in education. Margaret Mead has said,

The most vivid truth of our age is that no one will live all his life in the world into which he was born and no one will die in the world in which he worked in his maturity.⁵

Certainly in the world of work one can expect to be retrained and up-graded several times in a lifetime. If job retraining will be inevitable for our students we can again ask why we should spend a major portion of time in secondary school teaching for specifics.

Questions for Home Economics Education

The term vocational may need to be clarified in relation to home economics. Although many home economics programs in secondary school are not legally tagged as vocational, in a broad sense they have been considered vocational because they prepare young people for the job of homemaking. Now home economics at the secondary level is confronted with a new challenge. Wage-earning programs are being added to the present programs of preparing girls for homemaking. If we are concerned that home economics education is to serve a real purpose in the scheme of education in a rapidly changing world there are some questions we are going to have to answer.

How can wage-earning curriculums fit into existing home economics education programs?

⁵As quoted in Benjamin Willis, "Vocational Education in the Years Ahead." American Vocational Journal, February 1963.

How can the curriculum be developed so that the occupational aspect of home economics will not loom larger than the family life preparation?

To what extent can home economics education be segregated from general education and still prepare a young person for the kind of world in which we live today?

How can a home economics program embracing both the general and wage-earning aspects become a part of the general education program?

The subsequent discussion will be devoted to a general plan with specific illustrations for making secondary school home economics a part of the total general education program.

General education in this paper refers to a curriculum composed of the sciences, physical and behavioral; mathematics; history; English; literature; and language, music, and art.

Vehicle for Integrating

Before specific illustrations for integration are proposed a **summary** of a general plan for organizing curriculum will be reviewed. In 1959 Lloyd J. Trump proposed a way to organize curriculum in the total school. The purpose of the plan was to make teaching-learning more effective for today's world. It is possible that such a plan and modifications of it can be a vehicle for making the home economics program more general and suited to the needs of today's students.⁶

In the Trump plan the teaching-learning aspects of a secondary school are organized around three kinds of activities. There is large group instruction where one hundred plus students are accommodated at one time for lectures, demonstrations, and other large group presentations. In addition, arrangements are made for individual study and small group discussions.

Neither the teacher's nor the student's schedule follows the traditional routine of meeting fifty minutes five days a week for each class. Large groups may meet in an hour and a half block and a student may spend from one-half to two-thirds of a day in individual study of some type. About forty percent of a student's time is spent in large groups for the purposes of introduction, motivation, explanation, enrichment, generalization and evaluation. Each large group is divided into small groups of between twelve to fifteen students for the purposes of examining terms, concepts and solutions to problems, reaching areas of

⁶Lloyd J. Trump. The Images of the Future, Washington, D.C., National Association of Secondary-School Principals, 1959.

agreement and disagreement and improving interpersonal relations. Such small groups meet approximately twenty percent of the total time. Each student is also guided in individual study for the remaining forty percent of the time. By this means a large portion of a student's curriculum can be individualized. Space and equipment are provided so the student may read, listen to records and tapes, experiment, examine, investigate, write, create, record, memorize, visit and self-evaluate. The large groups are taught by master teachers who work with a team of teachers and instructors. The other team members meet with and supervise small groups and individuals.

The Trump plan and modifications of it are in use today in some secondary schools. In the following discussion there will be illustrations of how secondary home economics programs, both general and wage earning, can fit into such a program for the purpose of retaining the general aspects of education.

Application and Modifications of Trump Plan

Although the organization of the school resources and schedule is primarily an administrative problem, a home economics staff could modify the Trump ideas for organization of curriculum. Even if the total school were not following such a plan it would be possible to view a wage-earning and general home economics program as a total entity by utilizing the plan. The important idea is that the general education concepts remain in the vocational program. Therefore, the following discussion will dwell less on the mechanics of scheduling and more on the methods of integrating the educational concepts. We will mention the routine aspects briefly.

Illustration

For the sake of illustration let us say that in a specific school the home economics program consists of Homemaking I, II, and III. The staff has decided to include a wage-earning program. It is decided also that pupils interested specifically in wage earning will be enrolled in Homemaking III. This is the junior-senior level and the majority of the girls are over sixteen years old and can participate in work experiences.

Let us say that Homemaking III is a group interested in both homemaking and family life and wage-earning skills and concepts. They meet altogether in one section once or twice a week from two to four hours with the master teacher for the purpose of:

- .being introduced to a new concept
- .clarification of a concept

- .explanation and development of concepts and generalizations
- .planning for group work
- .evaluation

This is a general session which does not take into account the differentiation of interests.

After meeting in large sections for the above purposes the same students meet in small groups of ten or twelve. Each group is an interest group. For example, part of the groups may be wage-earning oriented and part may have homemaking interest. Or the groups could have more specific orientations with certain ones being confined to special interests or a particular type of wage earning or a particular type of family. Some students may wish to learn more about homemaking concepts related to low incomes whereas a wage-earning student may wish to learn skills connected with food service. These small groups meet with the remainder of the home economics staff. Just as the large picture of this plan can be modified so can the details. Here we may insert that one teacher on the staff may not necessarily be the permanent master teacher. If there is diversity in the skill and knowledge of staff members they can take turns teaching the large groups and acting as master teacher.

In the small groups students:

- .re-examine terms, concepts and generalizations.
- .discuss and demonstrate application of concepts and generalizations.
- .have a chance to think about methods of learning.
- .make plans for individual work.
- .have a chance to observe and think about interpersonal relations.

In the third phase of this plan the students will work individually or in small teams of two or three students. The students from the home-making groups may work individually in the home economics laboratories or in their own or others' homes. The wage-earning students work individually under the supervision of employers and coordinators out in the industrial and business world.

In connection with the individual wage-earning experiences it might be well to say that coordination can be done by nonteachers. Previous experience and success in handling a job in business or industry might be an important requirement. Some authorities on work experience programming suggest that a work-coordinator be hired to work with the pupils, parents, counselors, teachers, administrators, employers and labor union representatives. On the job, the student is also under the supervision of another employee or the employer.⁷

⁷George W. Burchill, Work-Study Programs for Alienated Youth, Chicago, Science Research Associates, Inc., 1962.

By this example, we are not suggesting that placement of the wage-earning program in Homemaking III is sacred. It may be desirable to start it earlier and provide limited work experiences--or later, with more organized work. Another possibility might be to offer one course, say Homemaking II, as a completely general course in which each student could participate in both family life and employment aspects.

In summary, we are suggesting that the Trump plan and modifications of it are means for organizing the home economics curriculum:

- .so that wage-earning programs will fit into existing home economics programs.
- .so that there will be a balance in emphasis between wage earning and family life aspects of the curriculum.
- .which will serve to integrate home economics into the general education program.
- .which will prepare a young person for the changes he will encounter in the world of work.

Integrated Lesson Ideas

To clarify the foregoing explanations, let us see how an integrated lesson can be developed for a general education session, small groups and individuals, at the sophomore level. Let us say that the behavioral science master teachers of the school have made a list of concepts and generalizations they think sophomores should understand. Home economics staff members have contributed to the planning. One concept to be developed:

Cultures differ in what they consider acceptable behavior. The social science master teacher begins the teaching-learning of this generalization by introducing it to all sophomores. He defines the concepts, culture, behavior and acceptable. He discusses the generalization in terms of large societal units. This is done in one lesson with various audio-visual aids.

The sophomores then break into course groups, one of which is Homemaking II. On another day the home economics master teacher meets with the total Homemaking II groups. She continues clarification of the same concept in relation to two subcultures--the family and the work unit. The term subculture is clarified. To illustrate the generalization in relation to the family she plays a tape recording, "On Becoming a Boy or Girl."⁸ This tape is a discussion by a family life specialist on how children develop masculine and feminine roles. In the tape he discusses some examples of acceptable behavior in certain types of families. To relate the generalization to work, a

⁸"On Becoming a Boy or Girl." Available from Audio-Visual Bureau, University of Colorado, Boulder, Colorado.

resource person, a local store manager, discusses "Acceptable Employee Behavior in Our Store." Such a session would require at least one and half hours to present the concepts and give illustrations of them.

The student groups are now ready to meet with their special group teachers. Although in these groups each teacher may proceed differently, there has been enough planning and coordination to develop some agreement about the basic ideas which will be discussed. Each teacher has a chance here to obtain feedback of the students' understandings of the generalizations so far. In addition, there will be further clarification and examination.

Group I may have wage-earning interests so the teacher discusses with them the types of home economics-related work they will see in industry and business. They determine methods they can use to identify subcultures and discuss characteristics of subgroups and what they must do in order to learn how to behave acceptably on the job. They may even go further and decide what the advantages and disadvantages are when an employee conforms to acceptable behavior. This may require one or two short sessions. In addition, small group time must be scheduled for planning the individual application of the generalization. The teacher may assign each student to discover:

- .the subgroups present in the place of business where he is participating.
- .acceptable behavior as seen by employer of the business.
- .acceptable behavior as seen by subgroup members.
- .advantages and disadvantages of adhering to acceptable behavior patterns recommended by employer.
- .how the study of these specific subgroups is related to subgroups outside work.
- .a method that is acceptable for identifying subcultures.

Let us say that Group VI is a family-life interest group. The basic objectives of this small group meeting is the same as the others. However, the applications pertain to the family. The teacher may help students to identify subcultures in families such as different socio-economic groupings or ethnic groups. Then, they can identify behavior that is considered acceptable in the different family subcultures. They can role play some of these behaviors. Their individual assignments may consist of:

- .interviewing different families to identify specific cultural subgroups and some behaviors peculiar to them.
- .describing methods acceptable for identifying family subcultures.
- .advantages and disadvantages of adhering to acceptable behavior patterns indigenous to different subcultures.
- .reading sociological studies on this subject.
- .applying this generalization to groups outside the family.

Although in these illustrations the students were introduced to the general and proceeded to the specific, there is no reason why the procedure cannot be reversed. In either case, it is possible to see that one generalization from general education can come alive and have real meaning for each student in a vocational subject. If the vocational student can understand the broad meaning he is equipped to transfer knowledge when he is confronted with a new situation. New situations will constantly arise in the type of world in which he now lives.

If a wage earning and family-life program were not separated at any point, it is possible to see that the students could obtain even a broader understanding of concepts. In that case all students would participate in both the family life and wage-earning aspects of the home economics program. All students would take part in both the family life and wage earning small group work and individual activities. This might be an appropriate manner in which to organize the early wage-earning and family-life aspects at the introductory levels of the curriculum.

At this point, one may question just how much emphasis is being placed on learning skills for a particular job. It is believed by many employers and educators that if young people can master work-related concepts and develop certain attitudes about work they will be better educated for learning and relearning new skills on the job or in technical classes. We must educate for flexibility.

An example of this attitude in relation to preparing youth for work is discussed in George Burchill's book, Work-Study Programs for Alienated Youth. Two groups--five percent of the secondary school principals of Santa Barbara, California schools and a sampling of parents, teachers, employers and students--developed two separate lists of objectives for work experience learning programs. Following are the two groups of objectives. The principals' list is mentioned in rank order.

Purposes of Work Experience Education Program--(Principals)⁹

- 1.5 to gain knowledge and attitudes necessary for successful job performance
- 1.5 to explore the fields in which occupational interest lies and to determine suitability for those fields
- 4.5 to make wiser career choices
- 4.5 to make progress toward chosen occupational goals
- 4.5 to learn to assume greater responsibility
- 4.5 to develop more appreciation and understanding of the relationship between formal education and job success
- 7.5 to broaden understanding of the occupational world and of working conditions in the world of work

⁹George W. Burchill, Work-Study Programs for Alienated Youth, Chicago, Science Research Associates, Inc., 1962.

- 10.0 to learn what employment entails
- 10.0 to learn how to get along with fellow worker and employers
- 10.0 to make better school adjustment and avoid drop out
- 13.0 to develop better personality and more poise
- 13.0 to develop better understanding of the community
- 13.0 to make the transition from school to work
- 16.0 to acquire better work habits
- 16.0 to augment financial resources
- 16.0 to develop more appreciation of the value of wages

The parent, employer and student list is mentioned in order of average rankings.

Purposes of Work Experience Education as Seen by Parents,
Employers and Students

- 1. to learn what employment entails
- 2. to gain knowledge and attitudes necessary for successful job performance
- 3. to develop better understanding of the meaning of work
- 4. to learn to assume greater responsibility
- 5. to learn how to get along with fellow workers and employers
- 6. to explore the fields in which occupational interest lies and to determine suitability for those fields
- 7. to acquire better work habits
- 8. to make wiser career choice

Second Example

The foregoing example of integrated lesson ideas was intended to apply to schools where the entire curriculum is based on the general education program. It is possible that only the home economics department may be integrated. That is, the large teaching-learning sections would originate within the department instead of in a general education department, such as economics. But the home economics master teacher would still present general education ideas and concepts. This is possible since home economics is an applied field and is based upon the sciences, art and philosophy. The organization of curriculum can vary here, too. One type of organization is where the staff pulls out basic generalizations to be mastered in each level of home economics regardless of whether the student is enrolled in the wage-earning or family life programs. Certain generalizations will appear in Home-making I, different ones in Homemaking II, and so on. A partial over-all plan might look something like this.

Generalizations to be Mastered Through Discussions and Activities¹⁰

Homemaking I

Each individual family member affects and is affected by that family.

Families holding similar values may seek different goals.

All life is composed of and requires combinations of elements which when utilized to form and maintain tissues or sustain activity are known as nutrients.

Housing provisions made for the day-to-day activities for the household affect the family life.

Clothing may help one to make adjustments when changing from one role to another, and in attaining success in that role.

Homemaking II

There is a reciprocal relationship between the family and society.

The family economy affects and is affected by the larger society.

Skill in food planning and preparation can be used to satisfy family values and goals and for gainful employment.

Environmental factors which influence form and use of housing are social, economic, cultural, technological, physical and political.

Knowledge of the physical and chemical properties of textiles and clothing helps family members in predicting their performance and increasing satisfactions gained from selection, use and care.

Now let us consider the teaching-learning of a generalization where only the home economics program, not the entire school, is integrated and where the interest groups are not divided. The generalization we have chosen is: Care is one of the variables affecting the life of equipment and materials. This can be related to a more general economic principle on relation to use of resources.

¹⁰ Taken from working papers, University of Missouri, Curriculum Conference on Home Economics Education, June 1964.

In step one, the master teacher discusses the concept variables, care, equipment and materials. The full concept is discussed from two viewpoints, those of the family and those of employment. Examples of clothing which have had varying degrees of care may be shown when an employer discusses the care of merchandise in a store.

In steps two and three, each student meets with two different small-group teachers instead of just one. In one group they further consider the generalization in relation to the family and in the other group the ideas are related to work. Care may be related to groups of equipment and materials such as electrical equipment, fabrics, metals, and cutting edges. In step four, each student has a project relating to care. This experience may be carried out at home or at work or both places. The students individually may consider such questions as:

- .Where can I find correct methods of caring for specific items?
- .How can I develop a catalogue or file pertaining to care of certain items?
- .How does the care I give equipment and materials affect my relationships in my family and at work?

The idea of not separating the family life and wage-earning aspects of the home economics program is based on the assumption that more and more women will be in the labor force, that most girls will work outside the home some time in their lives. Even though a girl may not realize this at age thirteen or fourteen, such a program could help her orient herself to forces affecting success in work. Even if a woman does not herself work, such knowledge would give understanding of the problems of the working members of her family. Here we see the need again for broad understandings based on general education.

General Education in the Laboratory

In this plan of integrating general education in the total home economics program, it is suggested that even the individual laboratory experiences be based on general education. These experiences will be full of detail and to the student could easily seem unrelated to general education if the instructor did not help him see the connection. For this reason, the coordinators of the family-life and wage-earning individual experiences need to work as a team with the master teaching staff.

Let us look at some examples. Suppose we discuss a way to integrate the previous generalization into three different laboratory situations. The generalization is: Care is one of the variables affecting the life of equipment and materials. Mary, Jane and Ann are three students from three different small groups. The following discussion reveals how they might plan their individual activities with the help of their coordinators.

Mary

Mary's interests lie in family-life education. She is particularly interested in looking at all she learns in home economics as it relates to the young-married stage of the family-life cycle. Her coordinator asks Mary to develop some experiences which will help her understand, Care is one of the variables affecting the life of equipment and materials. Mary decides on the following ideas for her individual experiences.

- .Interview two or three young marrieds on the subject, "The Care You Give Equipment and Furnishings in Your Home."
- .In a department store, look at labels on electrical equipment to see if directions for care are included.
- .In school laboratory obtain care experience by:
 sharpening knives and storing correctly
 comparing sharpness of knives stored on
 magnetic holder and those stored unprotected
 in drawer
- .At home care for kitchen sink for one month with different cleansers and decide which are more appropriate for the task.
- .Read about care of equipment in different references
- .Write a summary on how a person can learn to take proper care of equipment and materials.

Jane

In this particular semester, Jane is exploring possible jobs in the food industry which are related to home economics. She participates in two different experiences. One week she works behind a short-order counter in a drug store and in the alternate week she works in the kitchen of a hospital. Jane, with the help of her coordinator, develops the following list of possible experiences related to the foregoing generalization.

- .Interview dietitian in the hospital on, "How Does the Care of Equipment Affect the Efficiency in this Kitchen?"
- .Read resources on how to care for nylon uniforms. Practice this in home economics laboratory.
- .Make a list of all the equipment I use at the food counter and then decide on adequate methods of caring for it.
- .Read resources related to cleanliness and health.

- .Interview some regular customers who frequent the food counter and ask them if care behind the counter affects their attitudes toward eating at a particular restaurant.

Ann

Ann's work experiences are in a nursery school. With her coordinator she makes the following list related to the previous generalization:

- .Interview nursery school director on, "How Does Cleanliness Affect Small Children?"
- .Make a list of all equipment I handle in nursery school, arrange the list into categories of equipment, and decide on adequate means of caring for each.
- .Make a plan for daily, weekly and monthly care of above equipment.
- .Read resources on how children's attitudes are affected by the condition of equipment in their environment.
- .If possible, practice helping children learn the proper handling of equipment.

It is possible to see in the above examples that the students are not only learning to apply the generalization which is related to general education, but they are exposed to means for developing positive attitudes toward work. They are being educated for flexibility which they will need in today's world and they are being given the opportunity to gain positive work attitudes which can lead to positive work habits at home or on the job.

In summary, this paper has been a discussion of the application of the idea that because of the rapidity of change in today's world, there is need to integrate general education into the total home economics program in order to help the student remain flexible.

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FLEXIBILITY TO MEET NEW CHALLENGES IN HOME ECONOMICS EDUCATION

--in facilities

THE SETTING FOR THE HOME ECONOMICS PROGRAM AT THE
SECONDARY LEVEL--A NEW LOOK

Elizabeth J. Simpson
and
Joseph M. Barrow

About the Authors

Elizabeth J. Simpson, one of the editors of the Illinois Teacher of Home Economics, served as educational consultant to the architects in planning the Home Economics Department for the new Champaign, Illinois High School.

Joseph M. Barrow is a member of the architectural firm of Atkin-Barrow and Graham, Incorporated in Urbana, Illinois. He has had wide experience in planning educational facilities. During recent months, Mr. Barrow has served as campus planner for Njala University College in Njala, Sierra Leone, West Africa.

A major question that provides direction for the planning of educational facilities is "What are the purposes of the educational program?" In the present and foreseeable future, home economics at the secondary level will serve three major purposes which provide a base for the planning of facilities. It will prepare students for home-making through the development of those understandings, abilities, and attitudes which contribute toward effectiveness in the home-making role. It will prepare some students for employment in home economics-related occupations. It will provide a basis for professional preparation for the college-bound girl who plans a career in home economics or a related field.



Facilities for the Purpose of Preparation for Homemaking

Paramount in the thinking of those who have planned home economics departments has been the first of these purposes. However, the concept of "home economics as preparation for homemaking" has often been somewhat limited. In spite of the greater emphasis given management and relationships in a home economics program geared to present family practices and needs, the facilities have often blantly announced, "Cooking and sewing taught here--and not much else"! And, the cooking and sewing laboratories have often provided a "playhouse" setting reflecting more concern with duplication of the facilities of an attractive middle-class home complete with the visual distractors inherent in such a setting than with providing for effective teaching-learning situations.

Should not the setting for the teaching of home economics to achieve homemaking purposes clearly reflect current emphases in the curriculum? Should it not also be based on the "teaching-learning centered" concept--to facilitate the educational program?

If our replies are affirmative, what does this imply for the planning of the home economics department? First, it would seem apparent that major consideration should be given the development of facilities for the most effective teaching of human relationships and personal development; child development and guidance; and home management, including consumer education. Of course, not to be ignored in such planning are the other areas of home economics: housing and home furnishings, food and nutrition, clothing and textiles, home care of the sick and aged, and art related to the home. What would appear to be suggested by current program emphases are the following:

- .settings for--presentations and demonstrations to
 - small groups; presentations, such as
 - lectures, demonstrations, films to large
 - groups of 100 or so
 - small and large group discussions
 - individual study
 - observation of and experiences with caring
 - for small children
- .adaptable facilities for essential laboratory experiences
 - in food preparation, home furnishings, and clothing
- .as a matter of program interpretation, avoidance of the
 - "cooking-sewing" appearance of the usual home economics
 - laboratory

The authors believe that a home economics laboratory cannot be

constructed so as to simulate a home setting and at the same time provide optimal accommodativeness for meeting educational objectives. It has been argued that students will see the possibilities of "carry-over" learnings into their own homes if the setting in which they learn resembles a home. Supportive evidence for this belief appears to be lacking. In addition, this argument fails on the following counts. First, it is very difficult and perhaps inordinately expensive to make one laboratory that would be even a reasonable replication of the many types of home situations in which students will live and work. Secondly, the broader educational objectives seem logically better served in a highly accommodative, multipurpose laboratory.

We are interested in the development of concepts and generalizations rather than the learning of specific facts. Rationale for teaching in terms of concepts and generalizations has been well developed in many recent publications and addresses at professional meetings in the field. It would seem that these can be developed more effectively and efficiently in a "generalized" environment rather than the more specific "like-a-house" setting. The following example may serve to clarify.

The usual type of unit kitchen in the home economics laboratory looks like the kitchen in an attractive above-average house. Frequently, work areas and spaces are designed for use by one person, as in the home. Visual distractors in the form of various "homey" touches are provided. BUT--this is not a child's playhouse; it is an educational facility where students should learn through observing and doing and generalizing. The specificity of the setting may actually interfere with the development of generalizations and their application to situations that may be quite different from the classroom setting. A student may experience frustration when the physical setting in which he learns a homemaking ability is very superior to his home situation. Flexibility, variability, generality, accommodativeness--these may be the keys to the laboratory situation that will best facilitate transfer of learning for most students.

A film on family life makes use of asterisks to represent family members--a large asterisk for the father, a middle-sized asterisk for the mother, a tiny asterisk for the baby. Asterisks for people? The viewer has no difficulty with this idea. AND--biases are not introduced in the form of social class level suggested in subtle ways, color of the family members, and so on! What is proposed in respect to home economics facilities is a parallel of this notion: an asterisk home economics laboratory; if you will, an asterisk unit kitchen!¹

¹ Statements relating to transfer of learning have been reviewed by Professors Glenn Blair and Stewart Jones of the Department of Educational Psychology, College of Education, University of Illinois.

Facilities for the Purpose of Preparation for Employment

Thus far, we have considered facilities for the teaching of home economics geared to the homemaking purpose. What facilities are needed for preparing students for employment in home economics-related occupations? This question would appear to be a significant one that is unanswerable at the present time! Just how the employment-education program will develop in home economics is still very much a subject for conjecture and speculation!

Questions that have relevance for the planning of home economics facilities include: To what extent will the employment-education program be a cooperative one with the laboratory experiences provided in on-the-job learning situations outside the formal school setting? To what extent will abilities and skills for employment be developed within the classroom? Does this latter possibility suggest a new and different emphasis on some of the skills? Does it suggest kinds of facilities that are different from those now in use? Should the school setting simulate the business and industrial setting? Or, is this another case of "asterisk possibilities"? Could the commonalities of vocational education be taught very large groups of students at one time--and, if so, what physical features are required in a setting for such a class?

Doubtless there are other questions that urgently require answers, but these would appear to be some of the problems of concern to those setting up new home economics departments or remodeling old ones.

Facing the uncertainties of employment education in home economics, the reasonable answer would again appear to hinge on the concepts of: accommodativeness, variability, flexibility, generalness, even ambiguity. It would seem that classrooms and laboratories sufficiently adaptable could, and should, be set up for educational purposes, the specifics aspects of which are yet to be determined.

Facilities for the Purpose of Pre-Professional Preparation

Whether there are many considerations unique to the planning of facilities for the purpose of preparing the college-bound girl for a career in home economics or a related field is doubtful. Perhaps such students will be few in number in most home economics student groups at the secondary level. They are likely to be better-than-average students. Probably they will be guided to do more individual studies in depth than may be true for others in the program. Hence, it might be well to make certain that adequate provision is made for individual study and research by such students. Perhaps study carrels could be provided either in the classroom, in corridors, or in the school library.

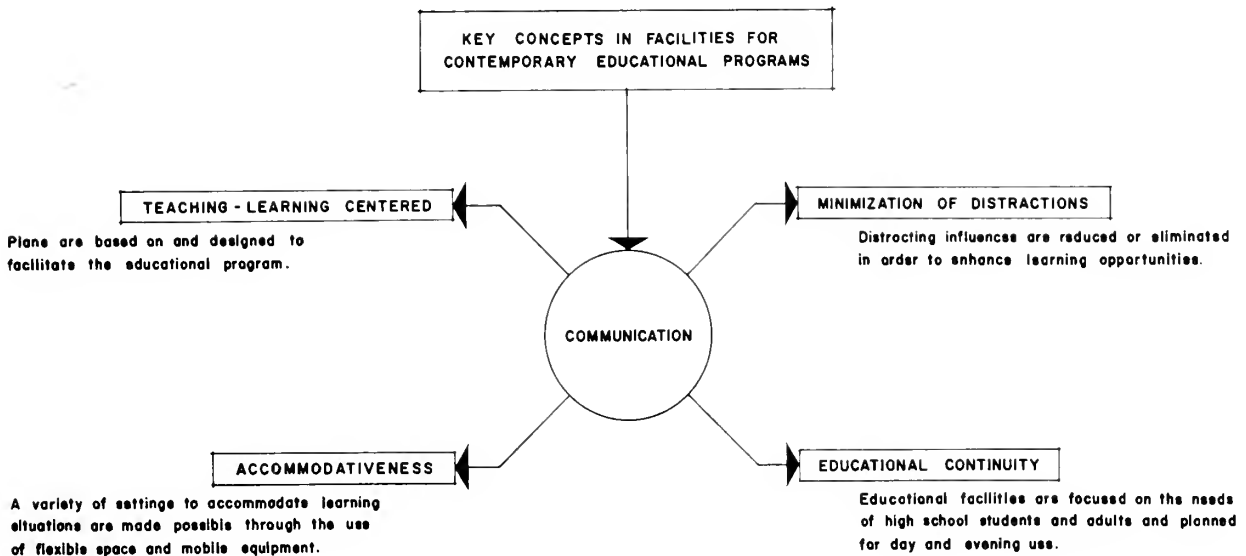
Key Concepts in Respect to Educational Facilities

In the foregoing discussion, reference has been made to several concepts that are basic to the planning of any educational facility. Some applications of these key concepts to the planning of home economics facilities have been presented. These concepts are: teaching-learning centered; accommodativeness; and minimization of distractions.

Another equally important basic idea is that of "educational continuity." That is, the educational facilities should be such that they can serve effectively the needs of both youth and adults and be used during the day and the evening.

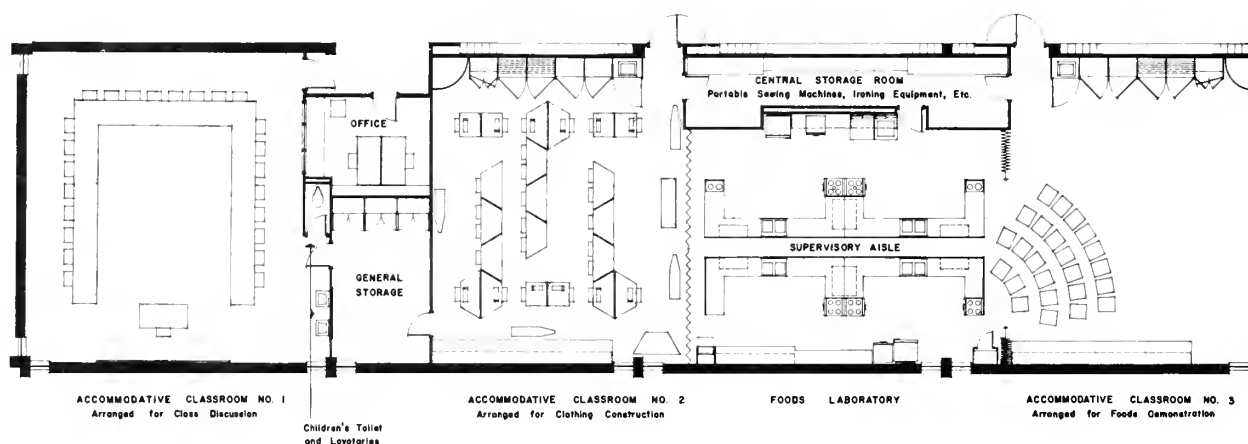
In addition, and in a sense encompassing all four of the basic concepts just mentioned, is the idea of communication. When the physical setting is such that communication is facilitated, learning opportunities are enhanced.

The following schematic presentation may serve to point up these key concepts in the development of educational facilities.



A High School Home Economics Department Planned in Terms of These Concepts to Provide a Setting for the Home Economics Program, Contemporary and Future

In designing the new Champaign, Illinois Senior High School, definite efforts were made to develop within the practical limits of the available budget an ideal environment for communication to generate the highest teacher instructional efficiency and maximum student learning performance. Spaces were analyzed in terms of the actual learning situations involved--lecture, recitation, laboratory, demonstration, conference, seminar, individual study, etc. This approach is quite different from setting out to design a classroom, a laboratory, a sewing room, or an office.



Floor Plan of Home Economics Department,
new Champaign, Illinois High School

(Not shown is the large lecture room which will
be used by several departments)

The home economics department consists of four large rooms and auxiliary spaces having a total area of approximately 4,000 square feet. A large lecture room located near the department is available as scheduled for large group (100 or so students) presentations. The classroom located at one end of the department near an entrance is equipped to accommodate a variety of instructional activities. Standards mounted on the front wall support chalk boards for regular classroom activities; bulletin boards or other decorative elements for activities for pre-school children; and display bars for drapery materials during fabric studies. The department office located adjacent to this room has a glazed partition and a view window for observation of classroom activities. Also provided are a juvenile toilet, low wall-mounted lavatories, and a large storage room for children's play equipment and other materials.

The foods and clothing unit consists of a foods laboratory and a large storage room containing such equipment as portable sewing machines

and ironing equipment. The storage room is located between the two accommodative classrooms. It has direct access from each classroom as well as from the foods laboratory. A folding partition separates the foods laboratory from the classrooms. With this arrangement the classroom may be readily adapted to accommodate to either a foods unit by opening the folding partition; or a clothing unit by rearranging the tables and securing the portable sewing machines and other clothing equipment from the storage room, or the room may be used as a regular classroom with seating arranged to suit the particular activity desired. Arrangements for the variety of teaching-learning activities possible are shown on the following page.

A number of the possible room arrangements are shown to illustrate the accommodative character of the room in adapting to the variety of teaching-learning situations which are fairly typical. It is this quality of accommodativeness which we believe will permit the use of new teaching materials and methodology as they are developed for improving the efficiency and performance of those for whom the department was designed.

Walking into the home economics department, one is impressed with the fact that this is a setting for learning. There is none of the playhouse atmosphere. Here a student can concentrate on the important business of learning. Here, too, the teacher can function with a minimum of lost motion and expenditure of energy.

Of course, the teacher is a key element in the situation. On her shoulders rests responsibility for making use of the facilities as they were planned to be used. In this instance, the teacher shared in planning the facilities and a number of the ideas incorporated in the plan originated with her. Learning opportunities for her students are enhanced through her teaching competence in a setting that gives full rein to her abilities and provides for conservation of her energies.

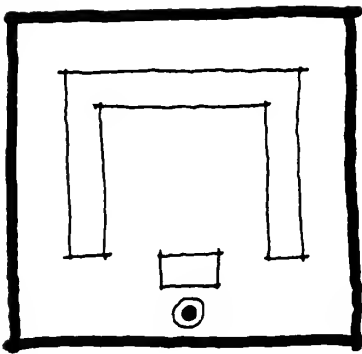
Mrs. Lila Jean Eichelberger is home economics teacher in this new high school. A staff of three home economics teachers is anticipated for the near future.

The authors asked Mrs. Eichelberger how the new facilities were working out in practice. Her comments follow:

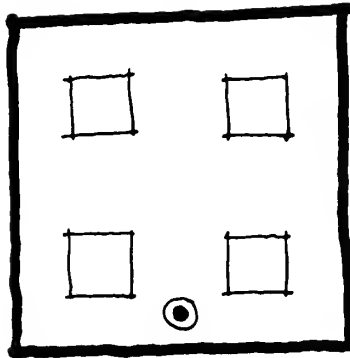
Home economics rooms can be efficiently used by other classes by storing clothing equipment and closing multifold walls.

With the foods' laboratory located between the two classrooms, it is possible for each class to use the laboratory without changing or switching classrooms as is often done in multi-teacher departments.

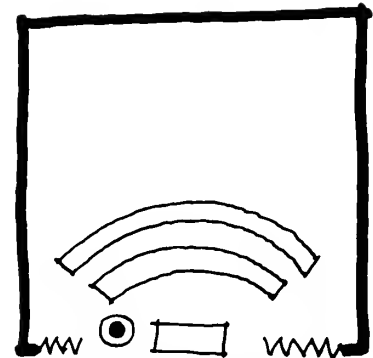
Only one set of clothing and foods equipment is needed in this department. The clothing equipment can be moved from room to room. The foods' equipment is easily accessible to both rooms.



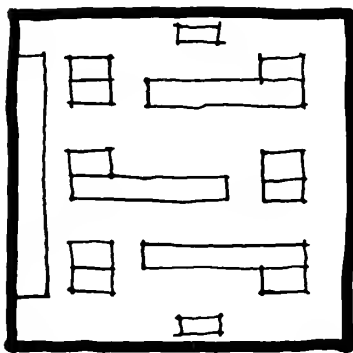
Recitation or
large group
discussion



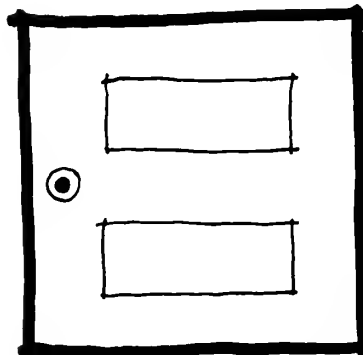
Small group
Projects,
"Buzzing"



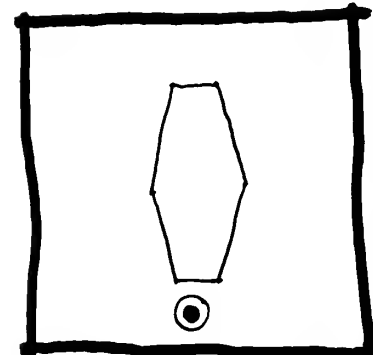
Demonstration



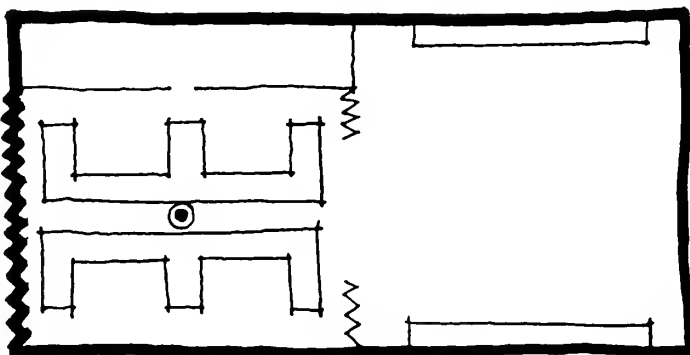
Clothing Laboratory



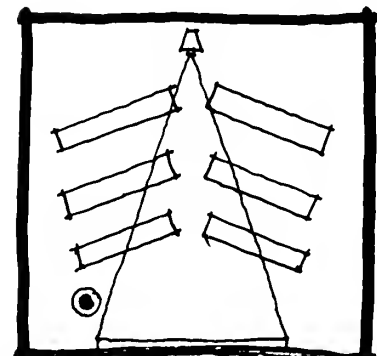
Small group
discussion



Large group
discussion



Foods Laboratory



Projection and Small
Lecture

Possible Arrangements for a Variety of
Teaching-Learning Situations

Furnishings (trapezoid tables, multifold wall, etc.) are easily moved by the teacher and students. If necessary or advantageous, the room may be rearranged during a class period for large group discussion, small group projects, and individual concentration.

Distractions are kept at a minimum. Only the equipment and supplies needed for the lesson are in evidence in the room.

The wider (more nearly square) rooms are more conducive to group discussion than the rectangular rooms in which I have taught before.

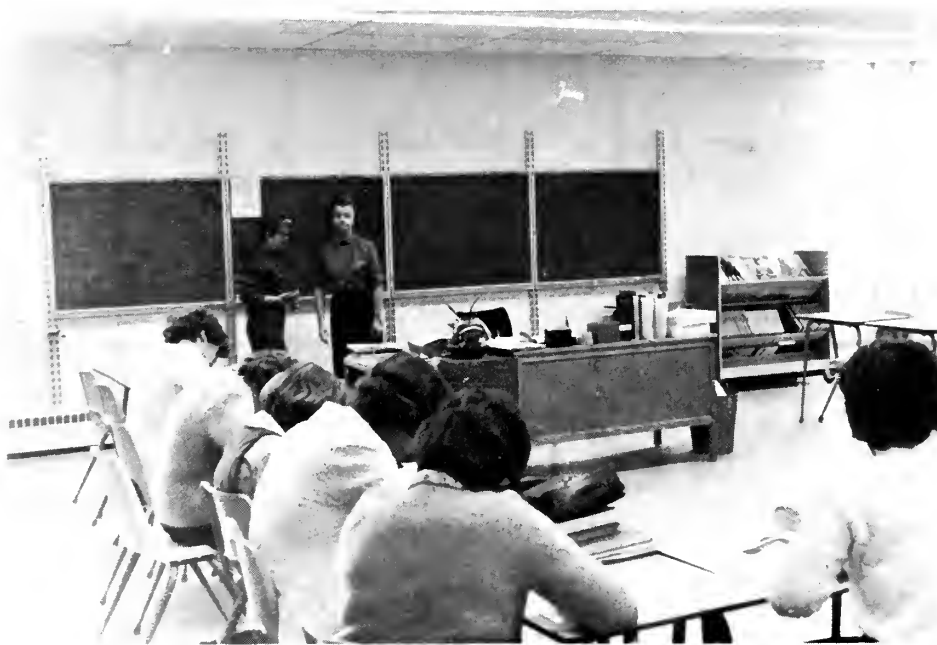
The unit kitchens seem to provide more working space for groups of girls than other types of such arrangements.

There is increased face-to-face contact between teacher and students during the laboratory work in foods.

The "supervisory aisle" in the foods laboratory keeps at a minimum the steps taken by the teacher.

For employment education, the laboratory arrangement in both clothing and foods is flexible enough to provide a large number of stations for individuals to develop specific skills.

The photographs on the following pages serve to point up some special features of the plan described.



Accommodative classroom, No. 1

Note flexibility and avoidance of distractors. Draping of the windows is planned to avoid the distractions of school activities taking place outside.





Provision for student and teacher demonstrations is made. See the floor plan for the arrangement used here.



The "supervisory aisle" was developed from an idea suggested by the teacher.



The authors would like to suggest the following questions for consideration by those planning new home economics departments or remodeling old ones.

- .What are the educational purposes of the program?
What do these imply for facilities?

- .What are the teaching-learning activities to be accommodated in this setting? What are the facilities best suited to each type of activity?

- .How may provision for flexibility be accomplished so that a variety of teaching-learning activities may be accommodated?

- .How may the facilities be planned so as to make most effective use of the abilities, energies, and time of the teacher and students?

- .What special provisions should be made for the various groups that will use the facilities--high school students, adults, and small children attending play groups?

- .How may distractors of an audio, visual, and tactile nature be reduced or eliminated in order to enhance learning opportunities?

THE VOCATIONAL PURPOSES OF HOME ECONOMICS EDUCATION--WITH
FOCUS ON EDUCATION FOR EMPLOYMENT

Elizabeth Simpson

This article was presented as a speech at the annual Illinois Vocational Homemaking Teachers Conference held in Chicago, Illinois, August 19-21, 1964.

What are the vocational purposes of home economics education at the secondary level? As I see it there are two major purposes and a third purpose that is related to the other two:

- .First, to prepare young people, and particularly young women, for making a home--for the vocation of homemaking, if you will.
- .Second, to prepare young people who can profit from such training, for occupations which use home economics knowledges and skills.
- .Third, to prepare them for combining the dual role of homemaker-employed person with success and satisfaction.

I think that Dorothy Lawson stated these three purpose very well in a speech made at a 1963 conference on the vocational purposes of home economics at the University of Illinois. She said:

Home economics is the field of knowledge and service primarily concerned with strengthening family life. A primary goal of vocational home economics has been and continues to be that of preparing for the vocation of homemaking. Current and predicted changes in our society make it wise to add a wage-earning focus as a part of this goal. In addition, adjustments are needed in all home economics courses to focus on areas which help women adjust to their dual role.¹

It is the purpose of preparation for employment that I would like to discuss today. I don't know any development in home economics that has aroused more emotion and controversy.

About two years ago, we were saying, "What responsibility, if any, should home economics at the secondary level assume for preparing students for wage-earning occupations as well as for the vocation of homemaking?" Recent federal legislation seems to have convinced even

¹ Lawson, Dorothy, "Is There a New Vocational Purpose in Home Economics Education?" A New Look at the Vocational Purposes of Home Economics Education, Conference Proceedings, University of Illinois, Urbana, May 1963.

those who were wavering that we must "do something" about educating for employment in home economics. The questions of "what," and "how" appear to be the loaded ones.

Although we have sometimes acted as if education for employment is an entirely new thought, Spafford was writing about it in 1940 and 1942. In 1940, she wrote:

An examination of curriculum materials of vocational programs shows little attention being given to employment aspects, either guidance into or education for wage-earning vocations. The school may do several things along these lines without interfering with the achievement of its home-making purposes.²

She continued by suggesting several possibilities. In 1942, she wrote:

The findings of one's relation to and place in the vocational world and preparing for it is the fifth major purpose of importance to home economics. Students in home economics should come to know themselves better--their assets and liabilities for employment--as well as the job demands of many different occupations. The field has much to offer in increasing the general employability and job satisfaction of all young people. Many types of occupations grow out of home economics, some of a semi-skilled type, others of a highly professional nature.³

So much for history! Apart from recent federal legislation, which is or should be result or effect rather than cause, let us examine the rationale for employment education as a part of the home economics education program at the secondary level.

I am convinced that education for employment should be part of the home economics program for the following reasons:

REASON 1. A large number of women are employed outside the home and it seems likely that this situation will continue. Home economics has been preparing girls for half of the dual role that they will assume as women. Now, we are challenged to prepare them for the other half.

Quoting from American Women, the Report of the President's

2

Spafford, Ivor, A Functioning Program of Home Economics, John Wiley and Sons, New York, 1940, pp. 249-250.

_____, Fundamentals in Teaching Home Economics, John Wiley and Sons, New York, 1942, p. 4.

Commission on the Status of Women:

Women's participation in paid employment importantly increases the Nation's labor force: 1 worker in 3 is a woman.

In any average month in 1962, there were some 23 million women at work; the forecast is for 30 million in 1970.

Approximately 3 out of 5 women workers are married. Among married women, 1 in 3 is working; among non-whites almost 1 in 2. Many of these women, nearly a third, work part-time; three-fifths of all part-time work is done by married women.⁴

REASON 2. The sharply dropping proportion of jobs for unskilled workers and the potential of home economics for contributing to preparation for occupations.

In the 1960's, while the labor force is growing so rapidly, employment needs for unskilled workers will remain the same and for farm workers will drop about 20 percent. These occupations have always been an important source of beginning jobs for young men coming out of school. By contrast, jobs will rise by about 40 percent for professional and technical workers, and 20 percent for sales workers and for managers and proprietors.⁵

In the new AVA publication, "Pilot Training Programs in Home Economics," it is stated that:

Unskilled jobs today account for only five percent of all United States employment. During the 1960's, an average of some 2.5 million jobs will be eliminated each year by automation.⁶

Unemployment hits hardest among those with the least schooling and in the least skilled jobs. In 1960, 13 percent of laborers were unemployed. The average school years completed by this group was 8.6. Contrast this with six percent of service workers unemployed with average school years completed 9.7; four percent of sales workers unemployed with average school years completed 12.5; and two percent of

⁴American Women, Report of the President's Commission on the Status of Women, 1963, p. 27.

⁵The Challenge of Jobless Youth, President's Committee on Youth Employment, 1963, p. 2.

⁶Pilot Training Programs in Home Economics, American Vocational Association, Washington, D.C., 1964, p. 7.

professional-managerial workers unemployed, with an average school years completed of 16.2.

REASON 3. A high proportion of unmotivated young people drop out of school and there is strong evidence that they are much more likely to stay in school when the school offers a program to prepare them for wage earning.

School dropouts suffer most from unemployment and have greater difficulty in finding work.⁷

How serious is this problem of school dropouts? Out of every ten fifth graders today, only six will finish high school and only two will go on through college.⁸

Let's look at some other facts concerning youth employment--and unemployment. In "The Challenge of Jobless Youth," the President's Committee on Youth Employment reported that:⁹

. During the school months of 1962 from 600,000 to 800,000 young people between 16 and 21--as many as the entire population of cities the size of San Francisco, St. Louis, or Boston--were out of school and looking for jobs.

. About 1 in 6 of all the unemployed, who are out of school are 16 to 21-year-olds, although this age group makes up only about 1 in 14 of the Nation's labor force.

Unemployment among teenage Negro youth is double that of white boys and girls.

The Committee presented the following sobering outlook for the future:

Twenty-six million boys and girls will leave school and seek jobs during the 1960's, 40 percent more than in the 1950's. By the late 1960's three million new young workers will enter the labor force each year.

If our current rate of youth unemployment persists, as the youth population increases, by 1970 the number of unemployed youth will be close to 1½ million.

⁷The Challenge of Jobless Youth, op. cit., p. 2.

⁸Pilot Training Programs in Home Economics, op. cit., p. 6.

⁹The Challenge of Jobless Youth, op. cit., p. 2.

REASON 4. There has been an increase in service occupations, both in private households and outside the home, and many of these service occupations have a relationship to home economics. For the period between 1960-1970, a 25-30 percent increase in service occupations has been predicted. One of eight workers is in a service occupation.

What are some of the service occupations that use home economics knowledge and skills? To name just a few, there are:

- .Nursery school assistants
- .Child-care center aides
- .Alterationists
- .Nursing home aides
- .Food service workers

The list could go on and on. To prepare for some occupations, home economics can make a direct contribution--that is, most of the preparation needed is closely related to home economics content. Some occupations have a peripheral relationship to home economics. Some part of the preparation needed is related to home economics knowledge and skills.

REASON 5. Of the nearly 12 million boys and girls in high school today only 1.8 million are receiving any kind of vocational education. Yet, remember the figures given previously: Out of every ten fifth graders today, only six will finish high school and only two will go on through college.¹⁰ Thus, it is apparent that vocational education at the secondary level is an imperative! Home economics has a contribution to make in preparing students for employment. If we do not accept the challenge that is facing us, someone else will and, I fear, someone less competent in the field. It seems to me a challenge and an opportunity that we cannot ignore!

These are only a few of the reasons why home economics must be concerned about, must provide, education for employment as well as for homemaking, at the secondary level--and beyond!

What are some of the things that have already been done by home economics teachers in preparing students for employment? Most of these activities are in the beginning stages--or are still in the planning stages:

- .In Berkeley High School, Berkeley, California, a food service program has been offered since 1958 by the home-making department. Its main objectives are:

- A. To provide terminal vocational training for students who would like to qualify for food service positions after graduation.

¹⁰Pilot Training Programs in Home Economics, op. cit., p. 6.

- B. To provide preliminary training for students who want to major in restaurant management at the college level.
- C. To offer students an opportunity to earn while they are learning.¹¹

Work experiences in the high school lunchrooms and local restaurants and hospitals are a part of this program.

.A cooperative home economics-distributive education program has been developed in the Sacramento City Unified School District.

.Alice Kopan of Farragut High School in Chicago experimented with such a cooperative program last year; cooperative activities are being continued this fall. She is enthusiastic about the potential of the project for meeting needs of a number of her students. An article describing her program will appear in a forthcoming issue of the Illinois Teacher.

.Doris McKellar of the Ft. Collins, Colorado High School carried out a wage-earning program in nursing care of the aged, the purposes of which were:

- A. To provide a type of class work and on-the-job experience particularly directed toward noncollege-bound girls.
- B. Through this training to give these girls a reason for staying in school and completing their education.
- C. To assist the girls in maintaining high standards of personal grooming and health and in the management of their own time and money.
- D. To help these students develop professional attitudes and ethics concerning work habits and relationships with employers, patients, and fellow-employees.
- E. To teach and drill in the actual skills involved in homemaking and nursing care of the aged.
- F. To provide trained persons in employment areas that are especially important in this community.
- G. To help these girls earn enough money to assist with current expenses.

¹¹Reported in Pilot Training Programs in Home Economics, op. cit.

Such a program might be a cooperative Home Economics-Health Occupations program.

These are only a very few of the exciting new developments in employment education in home economics. Daily, one hears of experimentation, pilot programs, and exploratory activities of all types related to employment education as one of the vocational purposes of home economics education.

I should like to close with a quote from a paper that one of the students in our workshop on employment education in home economics submitted this past summer:

The purpose of preparing for employability gives new meaning, excitement and challenge to our field. Too much too fast may be dangerous. Too little preparation of teachers for a full-scale effective program could present problems. Too slow to act at all may mean opportunity lost.¹²

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EDUCATION IN ILLINOIS FOR GAINFUL OCCUPATIONS
RELATED TO HOME ECONOMICS

Foreword

In this issue we are continuing our attempt to share information regarding the employment aspect of home economics education. Miss Elsie Buchanan sets the stage with "What Is Illinois Doing?" Dr. Mary Ruth Swope submits an account of Eastern Illinois University's attempt to discover opportunities for employment in home economics-related occupations. Mrs. Wilda Ash describes an exploratory effort toward employment education in a rural school and Mrs. Helen Westlake reports two years of work in "Cooperative Careers" in a suburban high school. In a final article in this issue, Miss Helen Starck reports on a study concerning the textiles knowledge of fabric sales clerks.

In spite of going beyond our usual number of pages, we have had to postpone until the next issue several other interesting accounts of Illinois activities related to employment education in home economics. Issue 4 will also include reports of similar activities in other states.

As usual, we invite your comments.

--Editorial Board,
Illinois Teacher
of Home Economics

EDUCATION FOR GAINFUL EMPLOYMENT IN OCCUPATIONS RELATED TO HOME ECONOMICS

Elsie Buchanan

* * * * *
* Miss Buchanan is Chief of Home Economics *
* Education, State Department of Vocational *
* Education, Illinois. She has been keenly *
* interested in the development of new *
* vocational purposes in home economics *
* * * * *

What Is Illinois Doing?

The Unemployed--America's Undeveloped Resources

Room at the bottom is crowded! More than one million young men and women in the United States under 22 have left high school and are not at work. "At any given time, 30 percent of the high school dropouts will be unemployed; even high school graduates average 15 percent unemployed. The figure for college dropouts is considerably lower, but they share the same problem as those who have dropped out of the system earlier. There is little room in the labor market for the undereducated, unskilled young worker."¹

"The consequences are enormous. The alarmingly high incidence of delinquency and crime among jobless youth is well documented; less widely appreciated is the tremendous reservoir of idleness, frustration, resentment, and defeat that lies within their burgeoning numbers."² The President's Committee on Youth Employment speaks of the unemployed young men and women as representing "tomorrow's castoffs and chronic dependents, those who will live in poverty of body and mind, and who will bring up their children in their own image."³



The number of workers displaced each year by automation is estimated to be one and a half million. These people find it difficult to obtain other positions in a labor market already saturated with unemployment and an increasing number of job-seeking youth. Yet, by various estimates, roughly four million unfilled jobs exist in the country today. These jobs are not likely to be filled by displaced workers unless they have the educational potential and training opportunities to meet requirements of new jobs.

Can Educators Be Complacent About Unemployment?

The impact of unemployment is slow in disturbing educators. Unless more and better education on the skilled, technical, and semiprofessional levels is soon made available, the national economy and social structure will suffer great damage. Educators are also morally obligated. Each person is a being of innate worth; educators share a responsibility for his welfare, for helping him to develop his potential and to accept his role in society.

Sound general education for all and rigorous liberal studies for the academically talented are worthy educational endeavors. However, the responsibility of education does not end here. Occupational education would add diversity and practicality which our educational system lacks in its effort to educate all young people.

Edward Chase described education as being unbalanced with attention concentrated on the 20 percent of students who go through college.⁴ What about the other 80 percent? Most are left behind in their pursuit of knowledge. At the junior high school, high school, and junior college levels, the majority of students study those subjects which propel them toward a baccalaureate degree. Many of them lack interest or have difficulty. They leave educational institutions in large numbers: 35 percent of enrollees during high school, 45 percent after high school, and 40 percent during college.⁵ Labor Secretary Willard Wirtz called them "push-outs" rather than dropouts. They enter a labor market where jobs constantly require higher levels of education and skills. Those who find work end up in low-skill, low-pay jobs. The jobs offer little security and no future; they are frustratingly below the potential of the worker. Large numbers of early leavers are capable of more education.

Education can no longer be confined to the traditional 12, 14, or 16 years of schooling. The Department of Labor predicts that today's youth will change occupations five times during the 40 years he is in the labor market. A life of continuing occupational adjustment will mean a life of continuing education.

Women--Who and Why Are They Employed?

Nearly 25 million, more than one-third of all women over 14 years of age, are in the labor force. They are single girls, wives, mothers,

widows, and divorcees. They make up one-third of all workers in this country and more than half of the part-time workers. The number of part-time workers has increased more than the full-time workers during the last decade. Female employment increased about 39 percent between March, 1950, and March, 1963; during the same period the number of employed males climbed about 8 percent. Married women account for the major part of this increase. Less than one-fourth of all working women are single; more than half are married and living with their husbands.

Young brides usually work until the first baby arrives. About 80 percent of all mothers with children under the age of six are not earning money. Women return to work or begin work for the first time when the children are almost grown. Almost four out of ten women workers are 45 years of age or over. This is almost double the proportion in 1940. In 1960 the median age of single women workers was 24; of married workers, 41; of all workers, 40. It is anticipated that the movement of middle-aged women from the home to outside employment will continue with the number of women past 45 in the labor force increasing 30 percent.

Married women frequently work to boost family income, to help provide higher living standards and educate the children. The Census Bureau reported that in March, 1961, over 30 percent of the wives of two million married couples where the husband was unemployed were bringing home pay checks. In 1961 working wives contributed on the average 20 percent of family income with those working full time contributing 38 percent.

Widows and divorcees with children work to support and educate their children. A woman is now the head of almost one out of ten families. About two-thirds of the women who head families are 45 years of age or older. The woman is the only wage earner in over half of the families headed by women. Older sisters and aunts often help support and educate children. Many working daughters meet responsibilities for parents' support.⁶

What Can Home Economics Educators Do?

The Vocational Act of 1963 offers a challenge to home economics educators. It provides opportunity for education in gainful employment for occupations involving knowledge and skills in home economics subject matter areas. These areas include child development, clothing and textiles, food and nutrition, home and institutional management, and home furnishings and equipment. Occupations include those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and professionals in fields related to home economics in business, agencies, and other organizations; and other occupations directly related to one or more areas of home economics.

The Act is intended to provide vocational education for youth and adults in all communities: those in high school, those who have completed

or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps. This has implications for secondary, post-secondary, and adult education.

What Has Been Happening in Illinois?

Illinois educators haven't been sleeping. As early as May, 1963, the Home Economics Education Division at the University of Illinois conducted an invitation workshop for exploring the vocational purposes of home economics education. "Objectives of the conference were:

To take a new look at the changing roles of women and to explore the implications for the home economics program in the secondary schools,

To take a new look at 'teen-culture' today and the implications for home economics education at the secondary level,

To re-think the vocational purposes of home economics education at the secondary level, and

To determine possible directions for teacher education in light of the conference findings."⁷

The 40 persons participating included home economics educators, state and city supervisors, and selected high school teachers and school administrators in Illinois and teacher education personnel in surrounding states. The following summer, some teacher educators in Illinois emphasized with graduate students the idea of gainful employment education. Some enrollees planned units correlated to the world of work and did some additional thinking about future courses.

On January 15, 1964, a subadvisory committee to the Home Economics Division of the State Board of Vocational Education and Rehabilitation met to discuss the implications of the Vocational Act of 1963. One member represented this group on the advisory committee which included members from other division subcommittees and representatives of educational and other organizations.

Their suggestions were considered in developing the State Plan. The committee met again to study the State Plan before it was sent to the U.S. Office of Education for approval.

During the summer of 1964, special courses were offered at Illinois State University, Southern Illinois University, and the University of Illinois for home economics teachers to orient them to gainful employment education in home economics. Eastern Illinois University, Northern Illinois University, and Western Illinois University have given attention to this new vocational purpose in their regular courses.

At the August, 1964, Conference of the Illinois Vocational Homemaking Teachers Association, one day was spent to inform teachers about what was happening in Illinois. At the beginning, Ruth Whitmarsh, Graduate Assistant at the University of Illinois, gave a questionnaire to teachers to obtain their attitudes toward gainful employment programs in home economics. The questionnaire was administered again after the program and will be given later in the year to determine whether or not teachers change their attitudes. Mrs. Whitmarsh also gave the teachers a bibliography of materials related to employment. Dr. Elizabeth Simpson discussed the dual purposes of home economics education--preparation for homemaking and for occupations related to home economics.

A symposium of teachers reported on graduate projects they had developed and carried out in secondary school classes. They stressed the necessity for depth teaching in helping students develop a marketable skill and the importance of careful selection of training stations for students in cooperative work programs. Helen Westlake, Chairman of a nonvocational department at East Leyden High School, reported on a successful marketable skills program that had been in operation for a year. A. A. Redding, Assistant Director of Vocational and Technical Education in Illinois, discussed the implications of the Vocational Education Act of 1963 for the State.

What Does the State Plan Provide?

The Illinois State Plan was approved on September 21, 1964, two days after President Johnson signed the bill appropriating funds for the Vocational Education Act of 1963. In writing the State Plan consideration was given to provisions for future development of vocational education as well as implementations of the Act at the present time. An attempt was made to unify as many requirements as possible for the various divisions--i.e., home economics, agriculture, distributive education, health occupations, business and office education, technical, and trade and industrial.

This included minimum time and age requirements in the following types of classes:

A. Cooperative Classes for Secondary or Special Students

- (1) All students shall receive on-the-job training for 15 hours per week not less than half of which must be during the regularly scheduled school day or during added time when the qualified coordinating teacher is assigned the responsibility for supervision.
 - a. Courses of two or more years in length shall have 200 minutes per week scheduled for class group instruction
 - b. Courses of less than two years in length shall have 200 minutes per week scheduled for class group instruction, and

previous experience in occupational field or
previous class instruction related to occupational
field or 200 minutes per week in a concurrent class
related to occupational field

(2) Age--legal age for employment

B. Noncooperative Classes for Secondary and Special Students (other than apprenticeable trades)

(1) Time--

- a. Courses of two or more years in length shall have 275 minutes per week scheduled for class instruction
- b. Courses of less than two years in length shall have 550 minutes per week scheduled for class instruction or 275 minutes per week if students have had previous experience in occupational field or class instruction related to occupational field or 550 minutes per week of which 275 minutes may be in a concurrent class related to occupational field

(2) Age--persons 14 years or in the 9th grade

C. Preparatory Classes for Secondary or Special Students in Single-Skilled Occupations or Cluster of Semi-Skilled Occupations

(1) Time--same as Noncooperative Classes

(2) Age--persons 16 years of age upon completion of training

D. Interrelated Programs for Students from Two or More Vocational Subject Matter Fields

- (1) Allowable in school attendance centers of less than 500 **students** or in school districts with no city or village of more than 15,000 population within its boundaries except by special approval
- (2) Time--same as for the most closely matched approvable vocational program with a weekly minimum of 200 minutes group instruction and 15 hours of on-the-job training or 275 minutes without on-the-job training

E. General Continuation Classes

- (1) Age--persons under 18 years of age who have left day school to enter upon employment and are enrolled for instruction which is designed to increase their civic intelligence

F. Preparatory Classes for Post-Secondary Students

- (1) Time--organized on full-time basis
- (2) Age--persons who have left or completed high school
- (3) Students--available for full-time study

G. Classes for Adults--Preparatory or Supplemental

- (1) Time--sufficient number of hours to provide organized instruction in a specific subject matter area
- (2) Age--persons 16 years of age who have left or completed high school

Teacher qualifications for programs in gainful employment are not as high as for those of homemaking. Several factors influence this. In starting a new program, teachers with the desired qualifications are difficult to find. The number of teachers needed will increase, and there is not an overabundance of teachers. Some graduates in home economics in business, as well as vocational homemaking teachers, may be needed to fill the demand for teachers for this program.

A survey made in the spring of 1964 indicated that teachers had limited work experience other than teaching. Replies were received from 577 of the 693 teachers sent the questionnaire. The findings indicated that:

- 131 teachers had no work experience
- 259 teachers had work experiences in both home economics related occupations and occupations unrelated to home economics
- 114 teachers reported work in only occupations related to home economics
- 53 teachers reported work in only occupations unrelated to home economics

Length of employment was reported in terms which were difficult to accurately tabulate. However, the majority had worked for only short periods of time.

It is more important that a teacher of noncooperative classes have strong home economics qualifications than a cooperative teacher since marketable skills will be taught in class. For this reason teacher requirements for the two vary. The teacher of a cooperative class must have:

- 20 semester hours of home economics including courses related to the occupations to be supervised

- a course related to the organization and supervision of cooperative programs

a year's accumulative experience in one or more occupations related to home economics. Courses with directed work experience may be used to accumulate this total.

The teacher of noncooperative classes must have:

a major in home economics with courses in area to be taught

a course related to instructing trainees for occupations for gainful employment

a year's accumulative experience in one or more occupations related to home economics. Courses with directed work experience may be used to accumulate this total.

What Is Developing for the 1964-65 School Year?

Ten area meetings scheduled in October and November were held over the State to discuss implementation of the Vocational Act of 1963. Those attending included teacher educators, school administrators, vocational teachers, counselors, board members, and other interested people. The number of letters following the meeting indicates interest in the development of new programs.

Two pilot programs in education for gainful employment in home economics were started this fall. Sandoval High School has a class of senior boys and girls preparing for approval as Child Care Aides I for employment by the State of Illinois. The course is developed to give seniors an understanding of child development and the techniques for guiding children toward acceptable behavior. It is planned specifically to help the students pass the Civil Service examination for Child Care Aide I. The opening of the Warren G. Murray Children's Center at Centralia will create a need for 300 child care aides within the next 18 months. A 20 percent turnover is expected each year. Joliet Township High School has started a cooperative work experience program. The majority of the enrollees are working in occupations related to foods at hospitals, nursing homes, and restaurants. Some are working in occupations related to clothing.

Two schools have started pilot interrelated programs. The Beardstown High School program provides cooperative work experiences in industry, business, distribution, agriculture, and home economics. Several staff members are using a team approach for supervision and related instruction. Winnebago High School has a similar program with related instruction provided by various subject matter vocational teachers. A guidance person is project coordinator.

Carbondale Community High School is starting a marketable skills program. A ninth-grade course in Occupational Orientation will precede the program to acquaint students with occupational opportunities and requirements. The class will be taught by eight different instructors,

including a home economics teacher. Some of the regular homemaking classes have students grouped according to ability. It is hoped that through these courses students will be helped to qualify for the marketable skills program.

Dr. Mary Ruth Swope of Eastern Illinois University has developed a questionnaire entitled, "Your Ideas and Practices in Regard to Help with Homemaking Tasks." (See pages 107-109). It is to determine:

the homemaker's present pattern of employing help with tasks inside and outside the home

the tasks with which the homemaker would like help if a trained worker were available.

The questionnaire is being sent to homemakers in communities of the different sizes in population.

Teacher educators in Illinois are very cooperative. Some are starting projects and planning future courses for preparing teachers for the dual purposes of home economics education. A meeting of state supervisors and teacher educators will be held to discuss ways to develop gainful employment programs in Illinois.

The program planning committee for the Illinois Vocational Homemaking Teachers Association decided that part of the next conference should be devoted to education for gainful employment. Dr. Julia Kilpatrick of Northern Illinois University is serving as president of the organization.

What Future Steps in Program Development Are Needed?

Experimental programs, research, and studies are needed to more effectively conduct wage-earning programs in home economics. Questions which might be answered include:

What are the commonalities in vocational education?

What procedures and standards are appropriate for selection of students for vocational courses?

At what level should preparation for various occupations be provided?

What opportunities in occupations involving knowledge and skills of home economics subject matter areas are available?

Which learning experiences have most value for young women preparing for occupations?

What instructional materials are needed for new emphases in the program?

What facilities are needed for new program emphases?

What training or retraining for occupations might be provided for adults?

How can special needs of the academic and socio-economically handicapped dropouts, and the unemployed be met?

What follow-up studies of students are needed to evaluate the program?

How can family attitudes, relations, and practices affected by the homemaker being employed outside the home?

What changes are needed in homemaking education to meet the needs of the employed homemaker?

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A SURVEY OF OCCUPATIONS UTILIZING UNDERSTANDINGS AND ABILITIES RELATED TO HOME ECONOMICS

Mary Ruth Swope

* * * * *

* Dr. Swope is Head of the Eastern Illinois University Home *
* Economics Department. Dr. Swope has held positions as a *
* Vocational Home Economics teacher, Nutritionist with the *
* Ohio Health Department, on the Foods and Nutrition staff *
* at Purdue University and the University of Nevada. She *
* is the mother of two teenagers. *

* * * * *

A New Responsibility

With the passing of Public Law 88-210, The Vocational Education Act of 1963, a new responsibility befell Home Economists. The task of training "persons for jobs related to homemaking, in addition to maintaining, extending and improving existing programs of vocational education,"¹ became our job.

The Act states specifically that we should provide training "which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment...."²



Need Information

Regular channels of job information could not supply sufficient facts regarding existing jobs related to homemaking. Therefore, in an effort to determine the actual or anticipated jobs in Central Illinois that are related to homemaking tasks, the Home Economics staff of Eastern Illinois University designed a questionnaire to be administered to a random sample of homemakers in their communities.

Three communities in our area, representing towns of 5,000, 10,000 and 20,000 population, were selected for study. Data have been gathered and tallied for the 10,000 population town and some of the findings will be reported here. Questionnaires have been sent to the other two towns.

Description of Questionnaire

Information about seven items was sought.

1. The present employment pattern of homemakers for tasks done inside the home and for tasks done outside the home. (An example of a task listed under both of the above headings was Child Care.)
2. Possible job potential was sought by asking homemakers to check the tasks for which would hire a TRAINED helper, if such a person were available. (The checklist used under Item 1 repeated under this question.)
3. 'Would you be willing to pay social security for a trained helper whom you would employ for tasks related to homemaking?' was a question asked of homemakers.
4. 'Would you prefer to secure the services of a trained helper through an employment agency rather than to locate her individually?'
5. This item related to possible titles which might be used to improve the "low prestige" image of jobs related to housework.
6. Homemakers were asked to tell the 'youngest age employee' they would hire for the different jobs related to homemaking--such as child care, care of older person, laundry work, regular house cleaning, etc.
7. What hourly wage would you be willing to pay a trained helper for various tasks related to homemaking?

Homemakers were asked to respond by circling their answer on a Likert-type, four or five point scale--varying with the question.

Facts Found

On the basis of the frequency distribution of returns submitted by 20 percent of the homemakers in the town of 10,000 population sampled, the following facts are reported.

1. Thirty-four percent employ part-time or full-time help with house cleaning; 74 percent would hire a trained helper, if available; younger girls (16-19 years) would be acceptable; 78 percent would pay \$1.25 or more for this help.

2. Thirteen percent employ part-time or full-time child care help, 35 percent would hire a trained helper; 41 percent would hire girls 16-19 years or older; 44 percent would pay 50-75 cents per hour and 20 percent would pay \$1 per hour or more.

3. Less than 10 percent have help for the care of an older person or an ill person; homemakers preferred women 25 years or older; close to a majority would pay 50-75 cents per hour for care of an older person; almost a majority would pay \$1 or more per hour for care of an ill person.

4. Nearly 20 percent have help with laundry and/or ironing; 33 percent would hire trained help; 38 percent would hire teenagers; 57 percent would pay \$1 or more per hour.

5. Few families, 8 percent, would hire trained persons to help with family meals; there was no age preference for this task; 20 percent would pay 50-75 cents an hour and 39 percent would pay \$1 or more per hour.

6. Twelve percent have some help with family sewing and only 14 percent might hire a trained person for this task. Age preference was not distinct; 44 percent would pay \$1.25 or more per hour.

Summary

On the basis of this one sample, it would appear that the most likely increase in jobs related to homemaking for trained persons would be as follows: (ranked in order)

1. Regular and special house cleaning
2. Child care
3. Laundry and/or ironing

Teenage girls would, according to the survey, be accepted for these jobs and the expected rate of pay for these tasks would be highest for house cleaning and laundry work.

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AN EXPLORATION IN EMPLOYMENT EDUCATION IN THE RURAL SCHOOL

Wilda Ash

* Mrs. Ash is the home economics teacher at Wenona, Illinois *
* High School. Of her twenty years of teaching, seventeen *
* and one-half have been in this rural school. Her explora- *
* tory unit in Employment Education grew from her deep concern *
* that the rural schools find an effective way to contribute *
* to this new emphasis in home economics. This article is *
* based on a talk given by Mrs. Ash at the annual Illinois *
* Vocational Homemaking Teachers' Conference held in Chicago, *
* August 19-21, 1964. *

Rationale for Exploration in Rural Schools

The effects of current sociological trends are very obvious in the rural school. The dropout problem exists in the rural as well as the urban school. Frequently, the rural home economics teacher has an intimate knowledge of her students, their families, and activities. She may be acutely aware of the problems of her ex-students as she sees them jobless or shifting from job to job. She may observe her graduates as they succeed or fail in the demanding dual role of homemaker and employed person. She often knows personally the students who lose jobs because their education was not preparatory to occupational advancement. The unmotivated, culturally deprived, and under-achievers are in the rural schools. Sadly, the smaller number of such students who may be a part of the rural school population makes them easier to neglect!



A combination of an awareness of the needs suggested in the foregoing statements and the passage of the new vocational education act formulated the rationale for an exploratory project in employment education in home economics at Wenona High School. Only the sophomore class was involved in this venture.

Objectives and Structure of the Project

A first step was to make a survey of the summer job plans and interests of the class. Because of need for money and a desire for new experiences, the students were motivated by this activity and the outline of the proposed project on employment opportunities related to home economics.

Teacher objectives for the unit were:

1. To help the student become more aware of her interests and abilities through a job experience.
2. To encourage her to recognize the need for further education. (Although the jobs considered in the project were presented as summer job opportunities in order to keep the interest of the better students, the objective was also to show the girls that without further training these kinds of jobs might be their only chance for employment.
3. To ascertain to some extent the quality and amount of transfer of home economics learnings to practical work situations. For example, to determine how many generalizations and which ones from the human development unit of study the student would use as a baby sitter.

Emphasizing that the proposed project was completely exploratory in nature, the superintendent and the board of education gave their approval. A promise to attend a summer workshop at the University of Illinois on Education for Employment in Home Economics was a part of the agreement between the teacher and the board of education.

Seventeen employers, contacted by personal interview, were very willing to cooperate. The girls were to be placed for work experiences as waitresses, baby sitters, clerks, factory workers, rest home assistants, and beauty operator assistants. Except for the factory, in which two were placed, each business had only one girl from the class.

Through interview and letter the employers were informed that the girls were not job-trained except for such knowledge and abilities as they had gained in home economics courses geared to the homemaking purpose. Prior to the actual on-the-job experience, applicable material was reviewed from previously studied home economics units. This included a review of human development, personal relationships, consumer education, and grooming.

The girls used their regular home economics class for on-the-job experience for nine days; in addition, they volunteered two hours of their free time when they were most needed by the employer. One day each week was used for evaluation, which included a letter of evaluation from the employer. With the help of a student teacher, each girl was visited on the job twice each week. At the completion of the unit, a letter of recommendation, an evaluation of the student's progress, and an evaluation of the project from his point of view were sent to the teacher by each

employer. The letter of recommendation was placed in the girl's permanent record file.

Evaluation of the Unit

Some conclusions drawn from this exploratory unit might be directive in our thinking concerning our new emphasis in home economics.

1. The amount of transfer of learnings to job situations was more limited than expected. The babysitters applied few of the generalizations stressed in the human development unit of study. The girl in the department store showed lack of ability to be informative about labels and other aspects of consumer education. This raises certain questions:

.To what extent are students able to make their own transfer of principles taught with homemaking applications to employment situations? How and to what extent must they be helped to apply home economics principles to job situations?

.What content is most appropriate for the person employed in a home economics related occupation? What content is most appropriate for the parallel area of homemaking? What are the areas of commonality?

2. Lack of initiative was characteristic of several of the girls. Employers mentioned it as a problem of concern.
3. Some behavioral patterns which we accept in an educational setting were not always acceptable to employers. For two years one girl's shyness and quietness were accepted and never discussed with her. A mother with three extroverted children found her, as a babysitter, most ineffective and did not hesitate to verbalize this.

.Have we not a responsibility for helping our students develop those personal characteristics that make for employability?

4. The ability to get along with the employer and other employees gave more concern than did the lack of ability to perform on the job. One of the girls had been difficult to work with at school because of a personality problem. Basically insecure, she continually tried to gain status by bragging of her abilities. When she told the beauty operator, whom she was assisting, that she was doubtful that there was much new she could show her, the operator was ready to change assistants.

.How may we most effectively use early job experiences to help students better understand themselves and their assets and liabilities for employment situations? How can we help them change in the direction of becoming more "employable"?

5. A student with learning difficulties gained success in sorting cups for shipment from a plastic factory. Her report to the class on how the cups were manufactured gave her class acceptance she had never had before.

.What are the various possibilities in work experiences for helping students gain security and status?

6. The effectiveness of the employer as a teacher was directly proportional to the success of the girls' experience. One grocer trained from dusting shelves to being cashier. Another kept the girl wrapping vegetables or gave her no directives. The ex-teacher who worked with a babysitter had each day planned to include a new experience for the sitter.

.What criteria should be employed in selecting work stations for students?

7. Each student mentioned on her final evaluation sheet that the job experience was worthwhile and gave more meaning to the classroom instruction.

The teacher felt that this might be considered a sort of "getting the feet wet" experience in employment education in home economics. It gave her increased understanding of the problems involved, of the kind of preparations required--and, perhaps most importantly, of the satisfactions to be gained by both students and teacher!

What Competencies Does the Employer in the Rural Area Expect of Employees?

Some of the questions that arose as a result of this first experience in education for employment in home economics inspired the teacher to make a survey of the traits which have presented problems in employee effectiveness. This survey was conducted through personal interviews as a project for the summer workshop in employment education in home economics at the University of Illinois.

Twenty employers participated in the survey. They were located in three towns--two with a population of 1,000 each and one with a population of 15,000. Businesses represented were: 8 restaurants, 2 drive-ins, 2 department stores, 1 variety store, 4 grocery stores, 1 women's clothing store, 1 discount store, and 1 factory.

Obviously, this survey is not "scientific" but it does seem to give some clues as to what behavior patterns might be reinforced in a program with preparation for homemaking as the primary objective.

The following table shows the results of the survey.

RESPONSES OF 20 RURAL EMPLOYERS REGARDING EXTENT TO WHICH
CERTAIN UNDESIRABLE TRAITS HAVE PRESENTED PROBLEMS
IN EMPLOYEE EFFECTIVENESS

Undesirable Traits	Frequency with Which Trait has Presented Problems		
	Very Often	Often	Seldom
A. Tardiness	2	2	16
B. Not dependable	3	2	15
C. Unfriendly	3	7	10
D. Lack of Enthusiasm For Learning	16	4	0
E. Lack of Enthusiasm For Work	15	5	0
F. Poorly Groomed	1	2	17
G. Inappropriately Dressed	1	2	17
H. Not Capable of Accepting Constructive Criticism	3	11	6
I. Not Capable of Getting Along With Other Employees	5	6	9
J. Lack of a Sense of Humor	1	5	14
K. Emotionally Immature	2	6	12
L. Poor Health	1	1	18
M. Inadequate Intelligence	3	3	14
N. Lack of Initiative	19	1	0
*O. Others, Name _____			

The table shows that the three undesirable traits most frequently given as causing problems in employee effectiveness were: lack of initiative, lack of enthusiasm for learning, and lack of enthusiasm for work. Although this characteristic is not shown in the table, all of the employers interviewed gave dishonesty as a reason for dismissing an employee. Other traits mentioned by half or more of the employers as

causing problems were: not capable of accepting constructive criticism; not capable of getting along with other employees; and unfriendliness. In addition, ten stated that "need to repeat directions often" constitutes a problem with employees.

As teachers, we might look realistically at our methods of teaching and ways of relating to students in order to ascertain what habits and attitudes we are reinforcing. For example, how should we react when student cheating has been obvious? When a student takes a garment home and sews in a noticeably better manner than at school? How should we handle late papers, late home project reports, or class tardiness? Are we sometimes guilty of accepting and of overlooking what the world of work cannot ignore?

Can we not teach for the development of the personal traits, attitudes and habits that make for employability without sacrificing important homemaking values? Are these not the same traits, attitudes and habits that are important in fulfilling the homemaking role? Are they not, in fact, important areas of commonality in the total homemaking program?

With a background of the exploratory job experience project, a summer school workshop concerning the new emphasis in home economics, and directions and guidance from the State Department of Vocational Education, the author feels that she can look at her school's total vocational education program in a more objective and knowledgeable manner. The need for cooperative efforts in vocational education is obvious. Particularly in the small school with limited staff and facilities, cooperative efforts among the different areas of vocational education are imperative! In addition, the cooperation of local employers, school administrators, parents, and students is essential. The challenges in developing cooperative efforts are exciting!

There is a slogan which might serve as both a warning and a challenge to teachers as the new emphasis in home economics is considered: "Be not the first by which the new is tried, nor yet the last to lay the old aside."

We are now too far along in experimentation in employment education in home economics for anyone just starting to feel that he is "the first"--but let us clarify our direction, gather up our courage, and not be, even in the small rural school, "the last to lay the old aside."

THE OCCUPATIONAL ASPECT OF THE HOME ECONOMICS PROGRAM AT EAST LEYDEN
HIGH SCHOOL, FRANKLIN PARK, ILLINOIS

Helen Gum Westlake

* * * * *
*
* Mrs. Westlake, B.S., Northern Illinois University, M.S., *
* Iowa State University, has served as the Chairman of the *
* Home Economics Department of East Leyden High School, as *
* a curriculum consultant, supervising teacher and instruc- *
* tor in clothing and textiles at Iowa State University and *
* as a high school instructor with responsibilities for *
* adult education and lunch program. Her professional ex- *
* periences also include technical writer for chemical *
* supplies, rural youth assistant, and milliner. *
*
* * * * *

There are three objectives for the home economics program at East Leyden High School. They are: to contribute to the education of the individual for home and family life, to motivate and recruit college-bound students for professional careers in home economics, and to prepare students for employment in occupations that require the skills and knowledge of home economics at the technical level. This article will confine itself to the third objective or the occupational aspect of the program.

The home economics work program titled the Cooperative Career Program, CCP, is in its second year of operation at East Leyden. Eighteen young men and women are presently enrolled in this program. The students receive one credit toward graduation from the coordinate class, one credit for the successful completion of the on-the-job training and take two other courses during their half day at school to give them the four necessary credits toward graduation for the year.

The Home Economics work program was designed for students who needed a marketable skill with high school as terminal education, who were interested in specific jobs that required the technical skills embodied in the study of



home economics, who were academically capable but not school oriented because of either social or psychological background and for students who needed an additional opportunity because in the regular high school program they were classified as low academic achievers.

There are many occupations that fall within the purview of the skills and knowledge of home economics. These occupations require a wide range in the degree of competency required. Since this was true, we found that the wide variety in students' ability in the program could be challenged and utilized. In the two years since the inception of the program students have gained training in twenty-seven job titles.

Specific job titles related to food and nutrition are garnisher, cook apprentice, baker's assistant, pantry, food caterer, hostess for restaurant or cafeteria, waiter, waitress, and in the grocery store: produce man, clerk, stocker, department manager. The job titles related to textiles and clothing are hand sewer, alterations, men's and women's clothing, sewing room assistant, dry cleaners (spotters), wardrobe maintenance, clothing store stock, textile testing, tailor's assistant and window dresser. There is a great need for child monitors in nursery schools. The mother's helpers and the companion and helper for the aged require training in several areas of home economics. The jobs in the area of household equipment and housing are mainly maintenance and heavy house cleaning service filled by boys, mother's helpers and home house-keeper. The above job titles are those from the dictionary of occupations for which we could find training stations and suitable on-the-job supervisors in our school district. There are many job titles that use the technical skills and knowledge of home economics. These will be added or subtracted as training stations and supervisors are made available or are deleted. These occupations have increasing significance in view of the many changes that are taking place in homes and communities.

The American home, like all other units of American society, is feeling the impact of social and technological changes. These changes point to the need for more and better trained workers in child day-care centers, who will work under the direction of professionally trained supervisors. The increase in proportion of people 65 years of age and older indicates increasing need for people prepared to give various services to older people, in their own homes or in group housing; part-time or full-time services, such as companions, shoppers, house-keepers. There is an increasing number of women who carry two jobs--that of homemaker and wage earner. Many employed homemakers have need for trained workers, part time or full time, to give many kinds of assistance to families--specialized kinds of service such as house cleaners for weekly, monthly or seasonal service; trained persons to come into the home to prepare and serve family dinner on the homemaker's workdays or full time; a household assistant; wardrobe maintenance on weekly or monthly basis. With the exploding population the foods and clothing industries need better and more trained workers. It was with the above implications in mind that the training for wage earning in home economics was started at East Leyden in 1962. These implications along with the needs and opportunities in the community dictated the specific job titles.

The main concerns of the occupational aspect of the home economics program--those for the coordinated class and the half-day work experience--are stated in five broad objectives. They are: (1) to prepare students to fulfill a marketable job title using the technical skills of home economics, (2) to help guide students in developing personal characteristics that are necessary in the world of work, (3) to alert students to the possible job opportunities that exist at the service and technical level in the home economics field, (4) to help students recognize that additional training can offer job advancement opportunities and (5) to help business, home and industry become aware of the assistance that the school may give through the cooperative job training program.

The students in the work program have a fifty minute class each school day. Additional class work in the regular home economics program substantiates, reinforces and better prepares the student for the work experience, but it is not required. It is, however, strongly suggested for several reasons: (1) to help them better understand the areas of home economics, (2) to give them the skill training; for example, no one can fulfill the textile and clothing or child care job titles without previous home economics class preparation. The necessary amount of training needed cannot be achieved with just the coordinated class and the on-the-job training, (3) to give them the knowledge of the why behind the skill for better appreciation and understanding of their specific jobs, and (4) to train them somewhat in the homemaking aspect to better educate them for their personal home and family life.

With the five broad objectives in mind, the following outline was developed for the coordinated class.

Cooperative Career Program Course Outline*

- I. Orientation to Vocational Training (2 wks.)
 - A. Purpose of Home Economics Work Program.
 - B. Acquaintance with other Work programs in the school, such as D.O., O.O., D.E.
 - C. Student-teacher planning for class goals.
 - D. C.C.P. Club plans and projects for the year.
- II. Job Preparation (4 wks.)
 - A. Grooming for the job
 - B. Job etiquette--Business manner
 - C. Employee-employer interpersonal relations
 - D. Employee-employee courtesy

III. Individual Projects (18 wks.)

- A. Individual projects performed are to be related to the student's job; e.g., dry cleaners-spotter will test textiles, read on fiber identification, be given spot removal problems; child monitors will study films and pamphlets on child development, read and/or write a case study on a nursery school child.
- B. Individual or small group work as group divides into subject matter areas.

IV. Money Management (5 wks.)

- A. Understanding deductions on paycheck
- B. Understanding employer expenses for employee
- C. Income Tax
- D. Budgets
- E. Credit, time payments

V. Understanding the Business World (3 wks.)

- A. Business-Management
- B. Unions
- C. Stock Sharing-Profit Sharing

VI. Job Opportunities in Home Economics (4 wks.)

- A. Characteristics of jobs
- B. Characteristics needed for people for the jobs
- C. Training necessary for various jobs
- D. Field trips to various trade schools

*Note: At the end of this article the reader will find a bibliography of books used in this class, a list of audio-visual aids used and some of the forms used for class study and insight.

The teacher of the coordinated class needs to be well prepared in the masterful use of a variety of teaching methods. The students need to learn to express themselves, to create a situation to be actually performed on the job and to be able to coordinate class-learned skill and knowledge with on-the-job performance. The methods most frequently employed are socio-drama, role-playing, discussion, panels, guest speakers with the students encouraged to ask many questions of the speaker plus class experiences and problems for active investigation.

The training stations are an integral and crucial part of the occupational aspect. Businessmen are enthusiastic about this program. They have recognized the need for such programs and embraced the idea that the schools were finally incorporating this type of education in their curriculum. However, working agreements, union memberships and training stations where the supervisors have patience with the trainee take time to develop. The coordinating teacher must be willing to meet with many committees and must be a person who is very capable of communicating thoughts to others. The training agreement must be read and discussed jointly. There must be four signed copies so that each participant has a copy of the contract for periodic review and reassurance. The coordinating employers intend to keep the terms of the contract, but sometimes have to work these out in corrective detail with the full-time employee who may be in a supervisory capacity over student-employee. The teacher coordinator needs to be vigilant to see that the terms of the contract are carried out by all concerned. The contract used by the home economics work program follows.

EAST LEYDEN HIGH SCHOOL

CONTRACT OF COOPERATIVE CAREER PROGRAM

HOME ECONOMICS DEPARTMENT

Date _____

- I. The _____ will permit _____
 (Training Agency) (Student)
 to enter their establishment for the purpose of gaining knowledge and experience as _____,
 (Job Title)
 _____ in _____ department.
- II. The course of training is designed to run to June with a minimum of 15 hours per week required work experience. Because of the youth of the trainee and because of the academic requirements of the school, no trainee shall be permitted to work more than 32 hours per week. The trainee will receive one (1) credit toward graduation, if he has satisfactorily completed the training program.
- III. The coordinator shall, with the assistance of the employer or someone delegated by him, prepare a schedule of processes to be learned on the job and an outline of related subjects to be taught in school.
- IV. The rate of pay shall be close to the rates for the job title in this area but shall not exceed the rate for a beginning apprentice in the same job title.
- V. The first four weeks will be considered the probationary period. However, if the job fulfillment is not satisfactory the student's employment may be terminated by the employer after consultation with the coordinator of the cooperative career program.

- VI. The student together with his parents shall be responsible for his personal conduct while in training and shall comply with the rules and regulations of the employer and East Leyden High School.
- VII. The student, while in process of training, will have the status of student and will not displace a regular worker now employed.
- VIII. All complaints of the employer or the student shall be made to and adjusted by the coordinator.

_____ (Coordinator)	_____ (Student
_____ (Employer)	_____ (Parent or Guardian)

Each student is required to make out a weekly time sheet that indicates the hours worked, the rate of pay and a statement by the employer of the student's weekly progress. This is signed by the student and the employer. The student is required to call his employer-supervisor if he is ill and unable to go to school and work. He is also expected to notify in advance of the date, of school holidays or special school schedules affecting working hours, so as to avoid inconvenience to the employer. The student is not required to work on school holidays, but may do so if an arrangement can be made that is mutually agreeable.

The student receives grades and one hour's credit each for the coordinated class and work experience as well as pay for the work hours. We found, however, that the coordinator and the employer had to have a conference to determine the on-the-job training grade. Employers, on their own, did not give grades below B+. Thus, the employer's report was developed. The grade was arrived at jointly after this report was completed.

EAST LEYDEN HIGH SCHOOL
COOPERATIVE CAREERS PROGRAM
EMPLOYER'S REPORT

Trainee _____ Employer _____

Evaluation covering period from _____ to _____

Instructions for Supervisors: The cooperative position is a vital part of our educational system. Your criticism enables the school to provide training for the student during the "in-school" training. It will assist us if you will please check specifically your impression of the following traits and skills.

Choose one of the four statements under each item which best describes the trainee's attitude or performance. Place the letter (a, b, c, d) in the blank.

ATTITUDES AND TRAITS

1. COOPERATION--ability to get along with others.
- a. Usually gets along with others.
 - b. Sometimes pulls against rather than works with others.
 - c. Cooperates willingly.
 - d. Is difficult to handle.
- _____

2. INITIATIVE--tendency to go ahead
- a. Does routine work acceptably.
 - b. Does work fairly well by herself.
 - c. Takes very little initiative, requires urging.
 - d. Looks for things to learn and do.
- _____

3. COURTESY
- a. Usually is polite.
 - b. Has been discourteous to public and staff.
 - c. Is not particularly courteous in action or speech.
 - d. Is very courteous and considerate of others.
- _____

4. ATTITUDE TOWARD CRITICISM
- a. Resents criticism.
 - b. Pays little attention to criticism.
 - c. Profits by suggestions
 - d. Accepts criticism, but does nothing about it.
 - e. Asks for constructive criticism.
- _____

5. NEATNESS AND PERSONAL GROOMING
- a. Should make effort to improve appearance.
 - b. Looks neat most of the time.
 - c. Often neglects appearance.
 - d. Is attractive and pleasing in appearance.
- _____

6. KNOWLEDGE OF JOB
- a. Has learned necessary routine but needs supervision.
 - b. Needs little or no supervision.
 - c. Has not tried to learn job.
 - d. Shows desire to learn more about her job.
- _____
-

RATING SHEET CONTINUED

TRAINEE _____

7. ACCURACY OF WORK

- a. Is extremely careless.
- b. Is as accurate as the average employee.
- c. Is frequently inaccurate and careless.
- d. Follows through her job with a high degree of accuracy. _____

8. WORK HABITS

- a. Wastes time occasionally.
- b. Is industrious; keeps busy.
- c. Often wastes time.
- d. Is fast and efficient. _____

To help make your trainee a better employee, is there anything else that is not covered in this rating sheet that you would like to comment on.

In your estimation, has this trainee improved, _____ stayed the same _____ or become lax since her previous rating _____. SUPERVISOR _____

This program has had the participation of forty students at this writing. Of the forty, thirty-six have learned or are learning a marketable skill; of these thirty-six, seven have graduated and are gainfully employed in the areas of their in-school training, three have gone on to advanced training in the area of their work experience, two joined the armed services, eighteen are in the program presently and of the ten remaining, six were transferred to other work programs in the school and four dropped out in spite of the efforts of the work supervisors and the home economics coordinator. This program has changed the perception of many students of themselves. It has also helped these young adults develop an understanding of the world of work and the need for a marketable skill. The above statements are borne out by these quotes from students and the observations of their counselors, work supervisors, parents and coordinator.



Bob Hazucka--"I have learned how to measure and alter a suit, how various people react to the phrase 'good afternoon' and to their personal needs for alterations, and I have learned how to set up a display."



Skip Collura--"I have learned to write a sales advertisement, to put up displays, to look up items in a catalogue, how items are priced and where to place items so housewives buy." Skip is an A student in his work experience. He is nineteen years old and his work supervisor feels that he can have a good position in the grocery chain. The work experience encourages Skip to stay in school.



"I have learned how children behave, what children like to play, how to get around children, how to talk to them and to be patient with them." Phyllis A's counselor says that this work experience is giving Phyllis a sense of accomplishment and acceptance that she had not previously experienced. This job success is influencing other facets of her social life.



"I've learned how to clean a grill, to crack eggs with one hand, to prepare a lobster dinner, how to handle food so it's good on the flights and to work with people of another color."--Don K.

Work success may help Don remove the chip from his shoulder that he seems to carry in his relationships with adults.



Nancy S. says that she has learned to make corsages, the way to cut different flowers, how to strip roses, to call long distance for F.T.D. and to answer the phone for orders. Nancy's supervisor says that with more confidence in herself and in people, Miss S. will be an asset to the world of work.



Jim D. is one of nine children. He ran Sam's food center when Sam suffered a heart attack. Jim needs to be employed to stay in school. He wants to be a grocer and is very capable in learning the many aspects of the trade. School, however, is not Jim's "cup of tea."



Louise Scala role-plays her job operation in the cold food section of the flight kitchens. This class activity helps Louise explain her job characteristics and helps her classmates understand this occupation.



Cuffing pants is a challenging alteration for Christine in the men's clothing store.



Three of the girls role-playing here are very intrigued to share the waitressing and pantry-girl job sequences. They were drop-outs who returned to school because of the chance to learn a marketable skill and to earn while still in school.



Unfavorable family comparisons made school a miserable experience for this young woman. But if one can succeed in the business world as well as another sibling succeeds in the academic world, Mom and Dad can praise each child in accordance with her talents.

It is difficult to evaluate a program after only two years of operation. However, we are busy constructing a device to be used in an attempt to evaluate. We are particularly eager to make a broad evaluation of the roles of our graduates as they find themselves in the world of work and as they are able to reflect on the value of the program from a post-graduation attitude.

The success of the program has been contingent upon the fine work of the cooperative career coordinator, Mrs. Shirley Rittenhouse Runde. She is a teacher of great patience, kindness and understanding who has a practical concept of the principles of human development.

This experimental program would, of course, have been impossible without the administrative encouragement of Dr. David F. Byrne, principal of East Leyden High School, and Mr. Wade A. Steel, Superintendent, both of whom readily recognized the economics of this proposal. The cost per student may be high, but dollars turn to pennies when one compares the coordinator's salary to prepare these young people with marketable skills in the world of work with the cost of maintaining a family on relief or a drop-out who becomes a delinquent.

The author is indebted to Mrs. Shirley Rittenhouse Runde for the photographs and for copies of the forms used for class study.

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Audio-Visual Material Used in Cooperative Careers Class

A New Look at Budgeting
 Career Planning in a Changing World
 Getting and Using Money
 Exploring the World of Work
 How to Get the Job and Keep It
 New Horizons in Food Service Careers
 School Cafeteria Worker
 Stocker in a Super Market
 The Waitress
 When You Go to Work
 Your Life of Work
 Money at Work
 Off To a Good Start
 Interest Pay Off
 How to Use Your Checkbook
 The Job Interview
 Interest--borrowing and investing
 Money, Price and Interest

What is a Corporation?
Wages and Hours
Skills and Talents

EAST LEYDEN HIGH SCHOOL

COOPERATIVE CAREERS NOTEBOOK

DATA SHEET -- 1964 - 1965

Name: _____ Address: _____

Telephone No.: _____

Year in School: _____ Counselor: _____

SCHEDULE FIRST SEMESTER

<u>SUBJECT</u>	<u>TEACHER</u>	<u>ROOM NO.</u>
1. _____	_____	_____
2. _____	_____	_____
3. C.C.P. related class	Mrs. Runde	257
4A. _____	_____	_____
4B. _____	_____	_____
4C. _____	_____	_____
4D. _____	_____	_____

TIME LEAVING SCHOOL _____ TRAINING STATION: _____

WORKING HOURS _____ ADDRESS: _____

MON. _____ TO _____

TUES. _____

WED. _____

THURS. _____

FRI. _____

SAT. _____

SUN. _____

PHONE NO. _____

SUPERVISOR: _____

E A S T L E Y D E N H I G H S C H O O L

COOPERATIVE CAREERS NOTEBOOK

J O B D E S C R I P T I O N S H E E T

1. At first, on my job, I _____

2. As I gained experience I did _____

3. My job at present includes: _____

4. On this job I still hope to be able to: _____

STUDENT-LEARNER'S DAILY WAGE-HOUR REPORT

Student Learner		Month of Report			
Day of Week	Day of Month	Hours Worked School Day	Hours Worked Other Days	\$ Rec'd School Days	\$ Rec'd Other Days
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	13				
	14				
	15				
	16				
	17				
	18				
	19				
	20				
	21				
	22				
	23				
	24				
	25				
	26				
	27				
	28				
	29				
	30				
	31				
TOTALS					

Total hours worked school days to date.....

Total hours worked other days to date.....

Wages received school days to date.....

Wages received other days to date.....

	DATE	INCOME	A FORM FOR RECORDING PERSONAL INCOME AND EXPENDITURES	
	ALLOWANCE			
	EARNINGS			
	GIFTS, AND SO FORTH			
	TOTAL INCOME			
	TAXES	EXPENDITURES		
	SOCIAL SECURITY			
	OTHER DEDUCTIONS			
	FOOD AWAY FROM HOME			
	CLOTHING (purchases and upkeep)			
	PERSONAL CARE (haircuts, cosmetics, and so forth)			
	TRANSPORTATION INCLUDING CAR EXPENSE			
	SCHOOL SUPPLIES			
	CLUB DUES			
	RECREATION			
	GIFTS			
	CONTRIBUTIONS			
	MISCELLANEOUS			
	SAVINGS ACCOUNT			SAVINGS
	OTHER			

OUTLINE FOR STUDYING AN OCCUPATION

From I Find My Vocation

By
Harry Dexter Kitson

CONDITIONS WITHIN THE OCCUPATION

What are the duties one performs in the occupation?
 What are the divisions or separate fields in the occupation?
 What is the job in which one usually begins?
 What are the steps through which one advances to higher positions?
 What are the hours of work?
 Is the work seasonal? If so, which are the busy months? Which the slack months?
 Are there any particularly unhealthful features about the work?
 Are there any unethical features?
 How many persons are engaged in the work?
 Is the occupation overcrowded?
 Is it likely to grow?
 Is it unionized?
 What is the best way to get a job in this field?

REQUIREMENTS OF THE OCCUPATION

How old must one be in order to enter the occupation?
 Are there any special requirements as to height, weight, strength, etc.?
 Are any of the special senses particularly involved?
 What personal traits are most often mentioned in connection with the occupation?
 Is the activity involved chiefly mental or physical?
 Does it require more than average intelligence?
 Is it predominantly social--that is, does it require one to deal largely with people? If so, with what class of people?
 How much general education is necessary?
 What kind of special training is needed?
 How long a time is required for special training?
 Where can special training be obtained? How much in educational institutions?
 How much on the job?
 How much will my preparation cost?

REWARDS OBTAINABLE

On what basis is a worker paid in this occupation--by the hour, piece, day, week, or month?
 How much can one earn by overtime work?
 Is a bonus paid?
 How much is the average pay-on a beginner's job and at later stages of advancement?
 How much might one expect to earn after ten years of service in the occupation?

Are there provisions for sick benefits profit sharing, pension,
workmen's compensation?

How much vacation is given with pay?

What are the chief rewards of a nonfinancial nature?

STUDYING BIOGRAPHIES AS A COURSE OF INFORMATION IN CAREER STUDY

By studying the lives of well-known representatives of a vocation, you can see what steps can be profitably taken, and by observing the mistakes of others in the same vocation you can guard against making them yourself. An old proverb says, "It is a wise man who profits by another's mistakes." Also, one of the most economical methods of planning your career is the study of the lives of others.

In starting on, or continuing your career you should seek the best obtainable patterns and come as close to them as possible. After you have read of the struggles men have made and the victories they have won, you will say, "What these men and women have done perhaps I, too, may accomplish."

OUTLINE FOR THE STUDY OF A BIOGRAPHY

1. Person's name
2. Birth Date
3. Early Home
4. Father's Occupation
5. Brothers and Sisters
6. Schooling
7. Jobs Held (in form of ladder, reading from the bottom up)
8. Outstanding accomplishment
9. Military service if any
10. Family life as an adult
11. Hobbies
12. Name of book read, and the author.

See pages 74-108 of I Find My Vocation, by Kitson for suggested book.

E A S T L E Y D E N H I G H S C H O O L

COOPERATIVE CAREERS NOTEBOOK

B O O K R E P O R T

Name of book:

Author:

Publisher and year:

Why you chose this book:

What you learned from this book:

Brief resume of book:

E A S T L E Y D E N H I G H S C H O O L

COOPERATIVE CAREERS NOTEBOOK

AUDIO-VISUAL REPORT

DATE _____

FILM _____ or FILM STRIP _____ or _____ check one.

TITLE: _____

EXPLANATION OF CONTENT: _____

What new learnings were shown?

Why do you think this was shown for our class?

What you felt was best and why:

What you felt you liked least and why:

WHAT HAVE YOU GOT TO OFFER?

What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate?

	Yes	No	
1. Do you have a real willingness and desire to learn new skills and new ways of doing things?	—	—	1.
2. Are you neat in your personal appearance and work habits?	—	—	2.
3. Are you punctual?	—	—	3.
4. Can you apply yourself to a job without being easily bored or distracted?	—	—	4.
5. Can you adapt to new and unexpected situations easily?	—	—	5.
6. Can you work under pressure, when necessary, without becoming nervous and upset?	—	—	6.
7. Do you have confidence in your abilities?	—	—	7.
8. Are you emotionally stable, capable of taking things in your stride?	—	—	8.
9. Have you enough initiative to be able to work on your own?	—	—	9.
10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer?	—	—	10.
11. Do you have a sense of duty and responsibility?	—	—	11.
12. Are you reliable? Can you be depended on to do a job satisfactorily?	—	—	12.
13. Can you gain the friendship and respect of fellow workers?	—	—	13.
14. Can you cooperate with fellow workers?	—	—	14.
15. Can you cooperate with supervision and management?	—	—	15.
16. Can you follow directions willingly and without argument because you respect authority?	—	—	16.
17. Can you understand instructions and carry them out accurately?	—	—	17.

	Yes	No	
18. Can you accept criticism without feeling hurt?	___	___	18.
19. Can you work without constant supervision?	___	___	19.
20. Do you ask questions about things you don't understand?	___	___	20.
21. Can you complete a job once you start it?	___	___	21.
22. Are you a pleasant person to work with?	___	___	22.
23. Do you like people?	___	___	23.
24. Are you friendly and congenial?	___	___	24.

BOOSTING THE SCORE

How did you do? If you answered yes to most of the questions, you have the makings of a good employee. All you need now are the necessary skills and training.

If, on the other hand, you answered no to more than a few of the questions, you have some work to do. These are your weak spots, the things about you that can stand improvement. You can go into your "job training" right now by changing those things about yourself and your way of doing things that will help make your career successful.

MY JOB-SUCCESS TRAITS

	GOOD	AVERAGE	POOR
1. Initiative	___	___	___
2. Self-control	___	___	___
3. Awareness of proper dress and job behavior	___	___	___
4. Desire to learn	___	___	___
5. Willingness to accept supervision	___	___	___
6. Ability to work as well without supervision as with it	___	___	___
7. Ability to accept criticism	___	___	___
8. Stick-to-it-iveness	___	___	___
9. Promptness	___	___	___
10. Dependability	___	___	___
11. Ambition	___	___	___
12. Drive	___	___	___
13. Ability to make decisions	___	___	___

MY JOB-SUCCESS TRAITS (continued)

	GOOD	AVERAGE	POOR
14. Curiosity	—	—	—
15. Leadership	—	—	—
16. Ability to subordinate immediate goals to more important future goals	—	—	—

HOW TO GET FIRED

From Seven Keys to Getting and Holding Job

By Lyons and Martin

Let down on production	Get sloppy in work and habits
Talk back to the boss	Take some days off
Resent criticism	Take extra long for lunch
Loaf in the retiring rooms	Smoke when not permitted
Break other company rules	Play the horses, etc.
Get the drinking habit	Go into debt
Don't pay your bills	Live beyond your means
Borrow money around the company	"Finagle" the records
Borrow from the till or stamp box	Get a bad personal reputation
Fight with your associates	Let down in appearance
Get married before you have sufficient salary	Be a practical joker or a "wise guy"
	Play office politics

STEPS TO TAKE IN CHOOSING A VOCATION

1. Get a general view of the occupational world. Observe the number and variety of occupations found in it.
2. When considering a possible occupation, study it thoroughly. Ascertain the conditions under which you would work, the requirements you would have to meet, and the rewards you might obtain.
3. Study yourself in order to see what are your peculiar qualifications, your strong points, and your weak points, and what your needs are from every point of view.

----physical, physiological, social, mental, moral, and economic.

4. Compare the qualifications that you possess, or can acquire, with the requirements of the occupation. Only by this comparison can you judge whether the occupation is a suitable one for you. Even after conscientiously following this procedure, you cannot be certain of attaining a perfect vocational adjustment, but you will at least greatly increase your chances of success and happiness.

HOW TO GET A PROMOTION

During these three, five, or ten years that you are working toward a goal, you will be hoping for promotions from time to time. And if your work has been satisfactory, you will probably get them. However, promotions won't always fall in your lap--you may have to go after them. What are some effective ways in which you can do this?

TALK TO YOUR BOSS

If you are happy in your present job and feel that you have given satisfaction, your present boss is your best bet for a promotion. But before you go to him, make an appraisal of yourself and your work. You might present your case along these lines.

1. Present evidence of the quality and quantity of your work.
2. Explain the part of your present job you like best. Explain why.
3. Present evidence of what you have done to improve yourself and increase your value to the organization.
4. Present evidence of your ability to get along with supervisors, co-workers, and the public.
5. Explain the kind of work you desire in a promotion, in line with your interests, experience, and preparation. It's to your advantage to have in mind a specific job to which you'd like to be promoted.

Study your self-appraisal objectively with your employer. He will also have an appraisal to make. Your request for promotion may not be answered immediately. But if your employer makes a constructive proposal for future promotion and increased salary, it is better to accept the offer and wait a while than to start looking for another job immediately.

HOLD ON TO YOUR PRESENT JOB UNTIL YOU GET A BETTER ONE

You may feel that your present job offers little opportunity for advancement or promotion, that it's a "blind alley" job. Before you make a final decision, keep in mind the fact that your job may have possibilities that you haven't taken time to explore. The "blind alley" can be in your own mind and not in the job.

If, however, you're convinced that you can make nothing more of your present job, you'll want to start looking for another job that will offer you more opportunity. But don't resign until you've found a new job. When you apply for a job while you are out of work, doubts usually arise in an employer's mind. He wonders why you haven't got a job, and why you haven't found another yet. In addition, the psychological effect of being unemployed lowers your morale, and your self-confidence begins to fade.

You become overeager because you know you must get a job and this lessens your chances. One more tip: don't discuss your job hunting with your fellow workers.

You will want to follow the same job-finding techniques that you used in landing your first job. Study these techniques again, organize and follow through on your job campaign. You've gained a lot of experience and you'll find it much easier to land a good job, one in which you feel there is opportunity for advancement.

You should always give your present employer at least two weeks' notice so that he can replace you. It's only courteous. Besides, you don't want to get a reputation as a worker who leaves his employer in a jam. When a new employer calls for a reference, you're not very likely to get a good one.

NEVER LOSE SIGHT OF YOUR GOAL

Winning promotions and getting to the top require keeping an eye on your goal. Remember that few people step right into a \$10,000-a-year job. Most of them spend years of their time and energy in preparing themselves. Try to give satisfaction in your work to yourself as well as to your employer. Someone has said: "Find happiness in your work, or you will never know what happiness is."

Now that you've landed your first job, you've taken the first step in your career plan. You've stepped on the first rung of the ladder to success. Each new rung of the ladder requires a price. To reach your goal the price will be hard work, long hours, and constant attention to your charted courses.

FIVE GOLDEN RULES FOR JOB SUCCESS

1. Make the best possible preparation for your future by taking full advantage of your educational opportunities.
2. Make a realistic appraisal of your abilities and interests and select a field where you can use them to the best advantage.
3. Put your best foot forward in approaching an employer for a job and convincing him you'll be an asset to his business.
4. Prove to your employer that he has made a wise decision in hiring you by adjusting quickly to your job, by fitting smoothly into the working team, and by cooperating wholeheartedly with your supervisor and fellow employees in getting the job done.
5. If you're ambitious and want to get ahead, start laying the foundations for your future now!

ADDITIONAL READING

1. Boynton, Paul W. Six Ways to Get a Job. New York: Harper & Bros., 1945. Where to look for a job and how to sell yourself to prospective employers are often stumbling blocks for the job hunters. This book suggests ways in which you can solve these problems.
2. Brewer, John M., and Landy, Edward. Occupations Today. Boston: Ginn and Co., 1949. A complete picture of occupations in the modern world is essential to the job seeker. Here you will find what is expected of you, in general and in each of the specific vocational fields.
3. Chapman, Paul W. Your Personality and Your Job. Chicago: Science Research Associates, 1944. This booklet emphasizes the part personality plays in job success. The author discusses what personality characteristics employers want, and how to acquire them.
4. Christensen, Thomas E. Getting Job Experience. Chicago: Science Research Associates, 1949. This booklet discusses the value of job experience during school years and how it will help in your future career.
5. Dreese, Mitchell. How to Get THE Job. Chicago: Science Research Associates, 1949. This booklet will help you to plan a successful job campaign, land your job, and get ahead on it.
6. Frankel, Alice H. Handbook of Job Facts. Chicago: Science Research Associates, 1949. Detailed information on 225 job fields in convenient chart form.
7. Humphreys, J. Anthony. Choosing Your Career. Chicago: Science Research Associates, 1949. This booklet was written to help you choose the right job. It explains how to analyze yourself (your interests, aptitudes, and abilities), how to find out the essential items about a great variety of occupations, and how to relate your knowledge of yourself to your knowledge of jobs.
8. Kaufman, Fritz. Your Job: A Guide to Opportunity and Security. New York: Harper & Bros., 1948. A good discussion about choosing and succeeding in an occupation.
9. Kitson, Harry Dexter, How to Find the Right Vocation. New York: Harper & Bros., 1947. To satisfy both your employer and yourself, you will want to know the basic methods and principles involved in finding the right occupation.
10. Lasher, Willard K., and Richards, Edward A. How You Can Get a Better Job. Chicago: American Technical Society, 1945. Lack of experience is a big handicap for a job hunter. This book discusses the problem and offers suggestions.

11. Lindquist, E. F. Van Dyke, Lauren A., and Yale, John R. What Good is High School? Chicago: Science Research Associates, 1948. Your high school education will be of value to you in the business world in many ways. Included in this booklet is a discussion of what employers actually think of recent high school graduates as employees.
12. MacGibbon, Elizabeth G. Fitting Yourself for Business. York, Pa.: Maple Press Co., 1947. "What the Employer Wants Beyond Skills" is the subtitle of this book, which gives a complete appraisal of the business world and your place in it.
13. Panzer, Martin. Raise Your Sights. New York: Prentice-Hall, Inc. 1947. To rise to the upper-income brackets you must aim high and make yourself valuable to your employer. One formula for "reaching the top" is presented here.

IMPLICATIONS FOR THE EDUCATION OF FABRIC SALES CLERKS

Helen Starck

* * * * *

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* Illinois and the University of Tennessee. *

* * * * *

Is this the year you are going to close and store the sewing machines?

Whether you do or don't the report of this project may give you an idea of how you can add a new spark of interest to your curriculum in the area of textiles. Some home economics departments are offering opportunities for preparation for wage earning in the high school in order to meet the needs of students who will not have an opportunity after graduation to prepare for a job.

Many teachers are beginning to conclude that teaching for employment in areas related to home economics will add a new dimension to the high school home economics program. They are convinced that if we teach for the career of homemaking alone, we may be doing just half the job of preparing women for their current role in society.

Informing girls about possible jobs and helping them to see how they can start to prepare themselves for wage earning while in high school should be a challenge to a Home Economics teacher in contemporary society. Through preparation for employment girls can gain feelings of greater security and may not be so eager to terminate their high school education with early marriages.

There is a wide variety of types of employment related to the various areas of home economics. Some of these related jobs have been explored, but more research is needed to help teachers enrich their curricula through the planning of work-experience programs. The writer chose to investigate the job of a fabric sales clerk.



Two questions were investigated:

- (1) Do fabric sales clerks who are rated as more successful by their employers have more knowledge of fabrics than those who are rated less successful?
- (2) Do fabric sales clerks who have had some home economics in high school have more knowledge of fabrics than those who have had no home economics?

Two hypotheses were proposed:

- (1) Fabric sales clerks who are rated more successful by their employers will score significantly higher on a test of knowledge of fabrics.
- (2) Those clerks who have had some home economics in high school will score significantly higher on a test of knowledge of fabrics.

A test was designed by the investigator in order to measure the knowledge of fabric sales clerks. Miss Elsie Crouthamel, Assistant Professor in the Department of Textiles and Clothing at the University of Illinois, assisted with development of the instrument by checking the accuracy of the information used in the test. The people involved in the study were eight store managers and eighteen fabrics sales clerks in the cities of Champaign and Urbana, Illinois. The tests were administered to the clerks at the stores where they were employed.

The fabric sales clerks participating in this study seemed to be fairly knowledgeable. The least number of items missed of the 81 included on the test was six and the most, 26. The median score was 16. Although numbers were too small for the statistical treatment that the investigator had anticipated using, there appeared to be some support for the first hypothesis. Four of the 18 clerks received a top rating of "excellent" by the store managers. The criterion employed was success in selling fabrics. All four had scores in the top half of the group.

Some further support for the hypothesis was given by the store managers, several of whom commented that fabric sales clerks are the most difficult in the store to replace on a "day off." One stated that, "We might as well not put in a replacement clerk if she does not have some knowledge of fabrics." Similar remarks were made by other managers.

There did not seem to be a relationship between the years of education in home economics and the scores the clerks made on the test. The clerk with the most education in home economics did make the highest score; but in other instances a high score did not necessarily relate to the clerk's having had courses in home economics.

TABLE 1

EMPLOYER RATING OF EACH FABRIC SALES CLERK, NUMBER OF ITEMS
SHE MISSED ON TEST AND HER YEARS OF EDUCATION
IN HOME ECONOMICS

Clerk's Code No.	Rating	No. of Items Missed*	Years of Education in Home Economics	
			High School	College
1	Excellent	8	0	0
2	Excellent	13	0	0
3	Excellent	14	1	0
4	Excellent	14	0	2
5	Very Good	6	2	3
6	Very Good	9	$\frac{1}{2}$	0
7	Very Good	15	0	0
8	Very Good	17	2	0
9	Very Good	21	0	0
10	Very Good	21	0	0
11	Very Good	25	2	0
12	Very Good	26	0	0
13	Good	10	0	0
14	Good	20	4	0
15	Fair	19	0	0
16	Fair	24	0	0
17	Fair	12	0	0
18	Poor	23	1	0

*Total Number of Items on Test--81

Median No. missed--16

Selected Findings Regarding Test Items

Twenty-eight of the total of 81 test items were marked correctly by 16-18 of the clerks taking the test. Twenty-three were answered correctly by all 18. These 23 included items which tested for knowledge, comprehension, and application.

Four of these concerned fabrics the clerk would or would not recommend for a first sewing project. Thirteen of the 23 items answered correctly by all subjects were terms identified as fabrics or "not fabrics." Five of the items were colors recommended or not recommended to make one's figure appear smaller.

One item was missed by all of the clerks participating in the study; everyone identified silk as a fabric rather than as a fiber! The synthetic fibers, dacron, orlon, and polyester, were also identified as fabrics rather than fibers by over half of the subjects. The investigator has observed that the terms, fabric and fiber, are frequently used synonymously by many people not familiar with technical textile terms.

Three items were concerned with the identification of generic names of fibers. Here again, the technical terminology seemed to be a stumbling block for eight to 12 of the clerks. One might question whether a fabric sales clerk should be expected to have this technical knowledge or whether it would be helpful for her to have it. Teachers who are planning training programs for fabric sales clerks might wish to give further consideration to this question.

Viewpoints of Consumers of Fabrics

To supplement this study, a questionnaire (see Appendix) was designed to obtain the viewpoints of consumers of fabrics. The questionnaire concerned two types of information: (1) that which customers believed fabric sales clerks should be able to supply to customers and (2) that which fabric sales clerks have usually been able to supply.

The group of 46 consumers answering the questionnaire thought the clerks were best able to supply information in the categories concerning fiber content, the amount of material needed, the names of fabrics and suggestions about buying notions.

The clerks were considered least able to supply information about the care of material, design of fabrics, color appropriate for individuals, kind of fabric appropriate for sewing skills and interpretation of information on labels.

It was interesting to note that fewer than half of the customers answering the questionnaire expected clerks to give the personalized service of helping to select color and design appropriate to an individual or help them select fabric appropriate for different levels of skill in sewing. Although this service was not expected from the clerks this does not mean, however, that this personal service might

not be appreciated. The number of times a different customer checked an item that she thought the clerks should be knowledgeable about far exceeded the number of times an item was checked denoting this knowledge had been supplied. In other words, the clerks were not as well informed as the customers thought they should be. Judging from their replies, the customers were very desirous that fabrics sales clerks be well informed.

Conclusions

There was some support for the investigator's hypothesis that fabric sales clerks who are rated successful by their employers will score higher on a test of knowledge of fabrics than those rated as less successful. It would appear that home economics, through units of study on textiles and art related to fabric design, could help students prepare for the occupation of selling fabrics.

The kind of information desired by customers who buy fabrics suggests possible areas of content for a course designed to prepare students for occupations involving the sale of fabrics.

In conducting these studies, the investigator was brought into contact with the business world. She believes that this was a "bonus feature" which has helped her to better understand the world of work and, hence, to better prepare her for working with students in developing courses for employment education in home economics.

APPENDIX

A Questionnaire for Customers Who Buy Fabrics

(Information from this questionnaire will be helpful in curriculum planning for a new emphasis in Home Economics at the High School level-- Education for Wage Earning.)

General Information

Your Occupation _____

Education (Circle numbers that apply to you)

High School 1 2 3 4 Years
 College 1 2 3 4 or more Years

Check the appropriate blanks in the following items.

Degrees Received

1. _____ Bachelor's Degree
2. _____ Master's Degree
3. _____ Doctor's Degree

Do you buy fabrics?

1. _____ Frequently
2. _____ Occasionally
3. _____ Seldom

Size of city where purchased.

1. 2,000-5,000 population _____
2. 50,000-70,000 " _____
3. 125,000-500,000 " _____
4. 750,000 or more _____

Do you sew?

1. _____ Frequently
2. _____ Occasionally
3. _____ Seldom

Do you make:

1. _____ Household Accessories (Curtains, Draperies, etc.)
2. _____ Clothing.

How knowledgeable are Fabrics Sales Clerks who have served you.

Directions

Place a check in front of any information which you believe fabric sales clerks should be able to supply to customers.

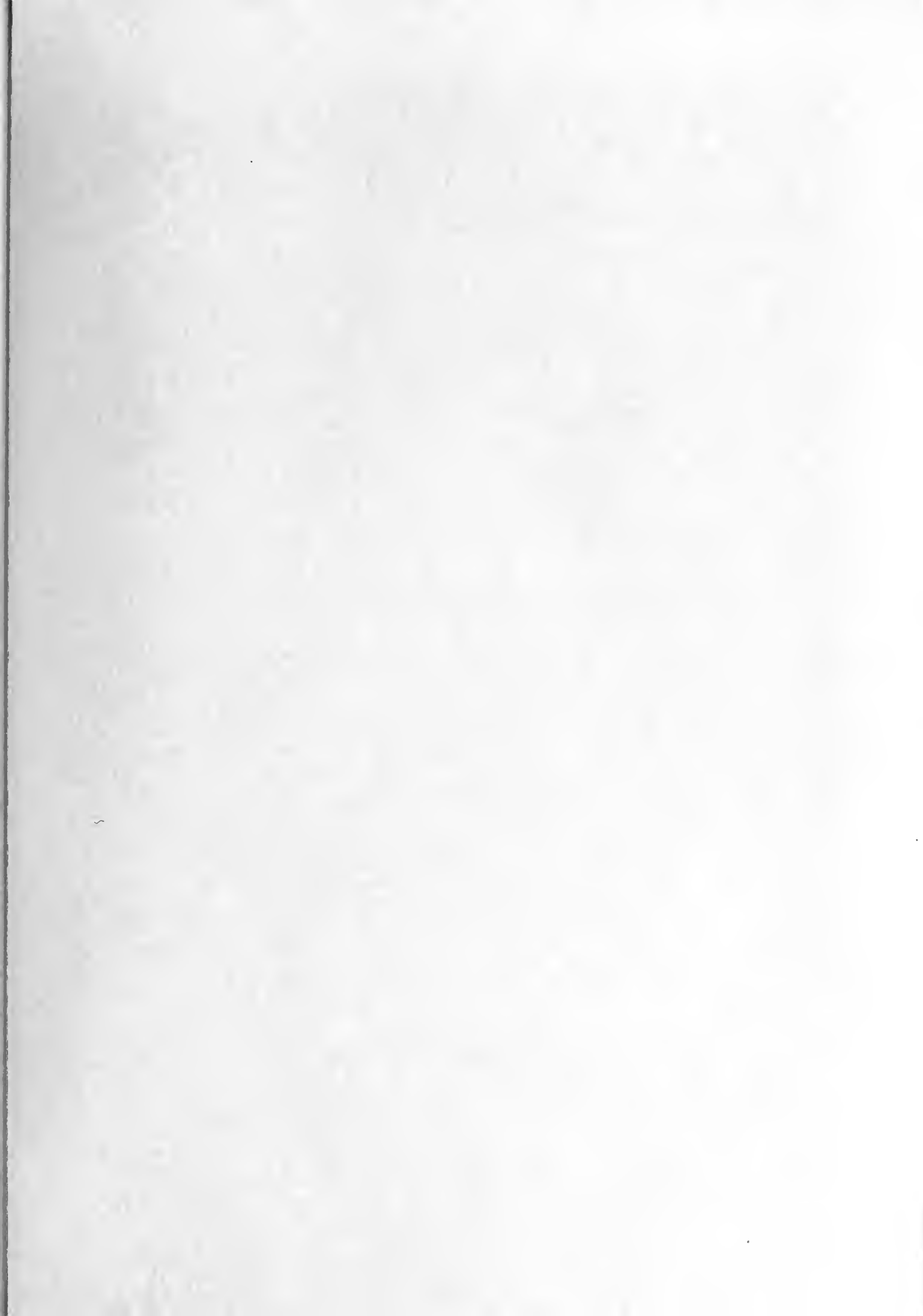
- ____ 1. Fiber content (as silk, wool, nylon)
- ____ 2. Care of material
- ____ 3. Trimming, lining, interfacing appropriate for use.
- ____ 4. Design of fabric most appropriate for use.

Directions

Place a check in front of any information which fabric sales clerks have usually been able to supply you.

1. _____
2. _____
3. _____
4. _____

- | | | |
|--------|--|-----------|
| ___5. | Interpreting information on the pattern envelope. | 5. _____ |
| ___6. | Amount of material needed. | 6. _____ |
| ___7. | Color appropriate for use. | 7. _____ |
| ___8. | Names of fabrics (As pique, gingham, chambray, etc.) | 8. _____ |
| ___9. | Helpful sewing hints | 9. _____ |
| ___10. | Notions (As thread, zipper, tape, etc.) | 10. _____ |
| ___11. | Kind of fabric appropriate for sewing skill | 11. _____ |
| ___12. | Amount of shrinkage | 12. _____ |
| ___13. | Correct pattern size | 13. _____ |
| ___14. | Quality of fabric (in relation to cost) | 14. _____ |
| ___15. | Correct interpretation of information on labels | 15. _____ |



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ILLINOIS TEACHER OF HOME ECONOMICS

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SPOTLIGHTING EMPLOYMENT EDUCATION IN HOME ECONOMICS AROUND THE COUNTRY

Foreword

In this issue we are continuing to share information and materials concerning education for occupations requiring home economics knowledges and skills. Since it is impossible to relate all the happenings in home economics from every state within the confines of our limited number of pages, we have tried to bring together information which we felt would be helpful to teachers from a representative sampling of states and cities. For information concerning location and types of programs in a particular state, those interested may consult the state supervisor of home economics in that state.

It should also be stated that the programs represented here are examples of what is being done to help prepare students for gainful employment. We have not attempted to present an exhaustive study of every type of program which could meet the occupational needs of students.

The first article in this issue is an overview of what is happening in California concerning employment education in home economics.

It is written by Dorothy Schnell and Jane Y. Mills of the California State supervisory staff.

Colorado is represented by two local programs--"An Experimental Home Economics Course" at Thornton by Doris Walters and "Applied Homemaking" at Fort Collins by Gladys Anderson. A city-wide employment-oriented program is described by Gertrude S. Capps, the city supervisor of home economics in Detroit, Michigan. Dr. Ellen M. Champeau of the Home Economics Education staff, Kansas State University, spotlights activities related to employment in home economics classes throughout Kansas.

The east is represented by two senior high school programs. From Ithaca, New York comes the report of the "Pilot Program in Preparation for Employment in the Home Economics Program" by Ethelwyn Cornelius, the supervisor of home economics education and Jean Snyder, home economics teacher. Another pilot program which trains girls for gainful employment related to home economics is located at Auburn, Maine. This program had its genesis at a summer conference at the University of Maine in 1962. Miss Helen Downs and Mrs. Marcia True are the writers.

--Ruth Whitmarsh
Editor for this issue,
Illinois Teacher of
Home Economics

EDUCATION FOR GAINFUL OCCUPATIONS RELATED TO HOME ECONOMICS--IN CALIFORNIA

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The picture in California of gainful employment education related to Home Economics is far from complete. The speed with which all Vocational Education has expanded in California--the pilot programs, experimental projects, expansion of ongoing programs, and surveying communities for new possibilities--has utilized the energies of personnel at local, county, and state levels to such a capacity, there has been little time to put these activities into printed form.

At present, the picture in California is difficult to paint within the confines of a neatly framed rectangular portrait. However, within this collage of activity, there is growth and progress in gainful employment education related to Home Economics. Although this article will not include the activity taking place in adult education, there are such programs as MDTA projects in Housekeeper training, Hotel and Motel House-keeping Aide, and Home Health Aides, which are a part of the total picture of home economics related occupations. Within the limits of time and space, this article can only give an overview, or can best be described as "some happenings about gainful employment education related to home economics."

When faced with the overwhelming assignment of putting these happenings into words, one is tempted to recall a description of a contented centipede, who was traveling along at a rapid pace until a frog asked, "Which leg, pray, comes after which?" This confused the centipede, who then became quite distracted and motionless, considering how to move in a forward direction.

It is not easy to decide which leg comes after which, but the direction is definitely forward. There are two major categories of activity: programs in progress and in-service activities. As with the many legs of the busy centipede, the many facets of gainful employment education related to home economics are in progress simultaneously, and often independently.

PART I--IN-SERVICE ACTIVITIES

In-service activities have always played an important role in California home economics education. In the summer of 1964, the Bureau of Homemaking Education staff began to take a serious look at the needs for in-service activities in gainful employment education for home economics teachers. A staff committee identified these needs, and outlined a foundation for in-service education for the coming year. It was apparent that teachers needed to become informed about trends and changes in home economics education, including women's role in today's world of work, the new Vocational Education Act of 1963, and the current needs of youth. One problem which the committee identified was that teachers would need help in developing programs of action for their own schools and communities relative to existing trends and changes. With these purposes in mind, a plan for in-service education was put into action throughout the State of California.

In-Service Meetings for High School Home Economics Teachers Concerning the Vocational Education Act of 1963

A staff team of two Regional Supervisors from the Bureau of Homemaking Education covered the entire state with a series of twenty meetings to give information on the Vocational Education Act of 1963. This method of dispensing information proved highly successful, because it reached the local teachers quickly, and allowed time for questions and clarifications. The meetings were held in selected localities and were planned to make it possible for every teacher in the state to have an opportunity to attend one in her region.

The content of the information given at these in-service meetings included a background of the purposes of the law itself, the Vocational Education Act of 1963. Other topics presented were:

1. Purposes of an Advisory Committee.
2. Qualifying criteria for an instructional program.
3. Qualifying criteria for an appointment of a Vocational Director, Coordinator, or Supervisor.
4. General Information.
5. Occupational Information.
6. Instructional Information.
7. How to fund the project.
8. Summary of Federal laws.
9. Definitions of terms.
10. Comparison of "training for the job of homemaker" and "training for gainful employment."
11. Bibliography of selected references for vocational education.

The staff team went through an application form for an instructional program to show how the application would meet the requirements for an approvable program. Quotes from actual applications were used as examples, by means of an overhead projector.

Fresno Workshop--"MEETING OCCUPATIONAL NEEDS THROUGH HOMEMAKING EDUCATION"

A three-day workshop was sponsored jointly by Fresno State College, County Superintendent's Office, Fresno City Schools and the State Department of Education for home economics teachers and interested counselors.

Four major categories covered at the workshop were:

- I. A look at the needs of youth.
 - a. Speaker on work being done by the Criminology Department from the University of California, Berkeley.
 - b. A counselor's view of youth's needs for work.
 - c. Attitudes towards work, based on a study of migrant families and their values.
 - d. Report on dropout studies in Fresno County, and the inherent problems in meeting needs of all youth.
- II. Helping teachers work with the community, and orientation to the training needs of workers.
 - a. Resource persons included representatives from food service, health service, child care, and merchandising.
- III. Opportunities for work for youth in California.
 - a. Laws concerning youth at work.
 - b. Report on pilot study on Homemaker's Assistant program.
- IV. Review of legislation and its implications for home economics teachers. Comparison of two programs, "training for the job of homemaker" and "training for gainful employment."

University of California, Riverside, Workshop--

"TRAINING FOR OCCUPATIONS UTILIZING HOME ECONOMICS"

This 12-weeks course was designed to assist home economics teachers plan occupational training programs using knowledges and skills related to home economics. Trends in occupations with special attention to status of women, employed homemakers, and unique problems of young workers were included. Instructional materials and procedures for relating home economics teaching to community needs according to the Vocational Education Act of 1963 were developed.

A Regional Supervisor from the Bureau of Homemaking Education served as the leader of this workshop, with the help of a team of consultants. The following topics were presented in the series of meetings:

Education for a Changing World of Work
 Riverside County's Recognition of and Research of "Needs"
 The Identification of the Need for Possible Programs Within the
 Community

A Research Project: "Technical and Semi-professional Jobs for Women in California"

A Pilot Summer Program at Upland High School in Food Service Steps in Setting up a Foods Service Program

Financing Possible Programs and Some Present Projects Related to Home Economics

Homemakers Service and Other Community Agencies Involved in Similar Programs

Commonalities in Vocational Education, and a Report from University of Illinois Workshop

A Continuation of Setting up Program, with Attention to Advisory Committees

The Work Experience Program Developed by San Diego City Schools Vocational Guidance

What We Have Learned About Organizing and Instructing Occupational Training Programs

The attendance of 47 home economics teachers at this series of class meetings verified the interest in and the need for such in-service activities as this successful workshop.

Workshops Planned--"HOME ECONOMICS CURRICULUM FOR GAINFUL EMPLOYMENT" Summer, 1965

A two-weeks workshop, entitled "Home Economics Curriculum For Gainful Employment," will be held during the summer of 1965. It will be given at two locations--San Francisco State College and California State College, Los Angeles.

These workshops will be concerned with programs under which senior high school and junior college students may become equipped to enter wage-earning occupations utilizing the knowledges and skills of home economics subject matter. Attention will be focused upon designing course content, teaching methods, and materials which will be appropriate for programs of the schools represented by those enrolled in the workshop. Specifications of the Vocational Education Act of 1963 and the California State Board of Education regulations concerning the nature of the educational projects which may be sponsored under the provision of the Act will also be studied. Enrollment is open to senior high school and junior college home economics teachers in California. Miss Rua Van Horn, formerly with the Home Economics Education Branch, U.S. Office of Education, will be the workshop leader. On each campus, additional leadership will include a staff member from the college Home Economics Department and a staff person from the State Bureau of Homemaking Education. The course will provide upper division graduate credit at both colleges.

PART II--PROGRAMS IN PROGRESS

The urgent need to establish programs made possible under the new Vocational Education Act of 1963, prompted many schools to organize programs in September 1964. Other schools initiated pilot programs, experimental

programs, and new projects before financial assistance was available under the VEA.

Fresno Homemaker Assistant Program

One of the major undertakings was located in Fresno. Two high school home economics teachers were released by the Fresno City System for the Spring, 1964 semester. Their assignment, under the direction of the Bureau of Homemaking Education, was to investigate thoroughly and completely every step that would be necessary for a home economics teacher to set up a gainful employment program which used knowledges and skills related to home economics. They were to prepare written information to guide school administrators and home economics teachers in setting up programs of this type.

They identified "Homemaker's Assistant" as the occupation on which to concentrate. In cooperation with advisory groups, they planned the course of study for a "Homemaker's Assistant" program and located homemakers who could provide suitable homes for the pre-employment experience of the students. They carried on the promotional program in the high schools to obtain a pilot class for the summer session at McLane High School; secured equipment and supplies; and designed and obtained the pinafore uniform and emblem of the "Homemaker's Assistant."

Criteria for selection of homes for pre-employment:

These homes should be located in the immediate community for giving students on-the-job training under the direction of a homemaker and under the supervision of the home economics teacher. In selecting the homes, consideration should be given to the competency of the homemaker and her willingness to sponsor a student.

In order to promote the program, contacts were made with school administrators and counselors, with an explanation of the purposes of the pilot program, the content of the course, and pre-employment training. Flyers were given to all home economics teachers to distribute during Public School Week to parents who visited the classes.

The pilot training class was limited to ten girls who met criteria for admission to the course. Students selected met such standards as good health, good attendance record, parental consent and cooperation, interest and cooperative attitude, and available transportation during the pre-employment training. The advantages of the pre-employment training to the student included an opportunity for on-the-job experience under a qualified homemaker, and an opportunity to earn money before completing training.

Advantages of pre-employment training can also be identified for the homemakers who provide homes for such training. There is satisfaction in contributing to the welfare of a student and aiding in answering a community need. It is an opportunity to gain insight and understanding of socio-economic problems as they affect a community. Not only do these

homes serve as liaison between school and community, but the homemaker receives assistance in home services from a student at a nominal wage.

Students completing the course were given a card-sized certificate of completion, stating:

"This is to certify that _____ has successfully completed training as Homemaker's Assistant, conducted under the provisions of the Vocational Education Act of 1963, Fresno City Schools."

Each student wore a circular blue and white emblem, designed to wear on her pinafore uniform.

An evaluation of this six week (150 hour) pilot program has developed recommendations for improving future Homemaker Assistant courses. The students' recommendations included the following:

- a. A girl should work in the same home at least three times, in order to work more efficiently and independently.
- b. More explicit directions should be given to the homemaker as to her role in the training program.
- c. The homemaker should give definite directions to the trainees, and encourage girls to ask questions.
- d. The first experiences in the home should be more closely supervised than the second or third assignment.
- e. The home economics teacher should work with the homemakers and advisory committee to determine a reasonable time allotment for specific tasks for the trainees.

The girls recognized that they were a select group, but recommended that students selected be carefully screened, stating, "They have to be girls who are willing to work, be dependable, and recognize the importance of doing a good job." The students were aware that the quality of their work would be a reflection of the school, and on the development of future programs.

The teacher's recommendations indicated that it is important to take time to explain in detail the responsibility of the homemaker in the pre-employment training, and that field trips must be carefully planned.

The materials organized from this pilot study have helped develop two other programs in the area. Fresno High School and Coalinga High School now have Homemaker Assistant programs, financed under VEA.

Stockton--TRAINING YOUTH FOR JOBS IN FACILITIES FOR THE AGED Experimental Program

Stockton designed a program to train youth for personal services in private homes and for general and personal services in boarding homes for the aged. The local supervisor of home economics, the local work

experience coordinator, the local Department of Employment youth employment worker, and the home economics teacher composed the team which promoted and designed the program. They started by reviewing the labor market in the community, and discovered that jobs for young workers existed in facilities for the aged. Representatives of employers, employment agencies, and education reviewed the course of study.

Forty-four students were selected on the basis of their desire to learn how to work with the aged and to learn to use other marketable skills they might have. Their willingness to enroll in an occupational training class, and willingness to work eight to ten hours per week outside the classroom was also a selection factor. Four facilities for the aged were selected in the community for on-the-job training. Students worked for 60¢ an hour. Jobs were rotated so that no student would earn more than \$50 per quarter. Each student had a medical clearance from the local health center, which is required by state law for all workers in facilities for the aged.

The school course included study of employer-employee relationships, with demonstrations and talks by specialists. Personal grooming, telephone courtesy, psychology and physiology of the aged, legal aspects of the worker, care and use of household equipment, bed making, preparation of simple foods for the aged, and fundamental nursing care were taught. The work coordinator checked with employers and noted needs of each trainee, reported same to the teacher who then gave special emphasis to this particular student for training in these needed areas.

Students from this class have been employed in facilities for the aged to strip and make beds, clean floors, windows, bathrooms, and assist with personal laundry of the patients. They assist in serving luncheon to patients in dining rooms and eat with the patients. Some of the boys were employed as orderlies. Six girls were employed to sew plastic sheets, make beds, hang curtains, and make flower arrangements for patients' rooms. Two girls were employed to serve meals, help patients comb their hair, and give personal care to older women. These two girls wore a yellow print pinafore uniform while on the job, which helped achieve the feeling of "professional status." Some of the boys have helped with redecorating facilities, such as repainting furniture and refinishing floors. Other trainees were employed in private homes where older persons need assistance, or in homes where help was needed to care for the ill.

This program has helped to keep some students in school, and is a positive aid in counseling youth in their vocational future. Some of the recommendations developed from this program include:

1. A skilled home economics teacher with compassion for the aged and youth is needed for a successful class.
2. The main goal of the project is "occupational" and employers' needs must be met.
3. Close supervision by work coordinator is needed.
4. Close coordination with the State Employment Agency is a necessity for present and future employment.
5. Training is more valuable if placement is immediate and student can experience the relationship between training and employment.

By training students in homemaking skills, this program has created a market for these skills which did not previously exist in the minds of employers. An article about the program was published in the Spring, 1964 issue of the California Courier, the official publication of the California Association of Nursing Homes.

Fresno City College--TRAINING AIDES FOR HOME ECONOMICS TEACHERS,
An Experimental Program

An experimental project was developed at Fresno City College under the supervision and direction of the Bureau of Homemaking Education. The purpose of the project was to determine if teaching aides for home economics teachers could be prepared in an especially designed program in a junior college. Six students were selected to be the experimental trainees.

The course title, "Techniques in Home Economics," yielded two units of credit toward an Associate of Arts degree and/or a certificate of completion. The course included an introduction to the procedures other than teaching used by home economics instructors in junior and senior high schools. It also taught uses and care of lab equipment, audio-visual equipment and filing systems, techniques of housekeeping and safety practices, purposes and philosophies of homemaking education. In addition to special instruction, laboratory experiences, demonstrations and field trips, the students had a period of directed observation of departmental and class management in the Fresno City Schools. The local homemaking teachers, and the local supervisor, served in an advisory capacity with Bureau staff members to evaluate the training program. All six students completed the training course, but two have decided not to seek employment. Three are employed in the Fresno City Schools and one in a nearby community.

Fresno City College has taken steps to determine the probable market for teaching aides in other various departments of high schools in the region of their responsibility as a junior college. A plan may develop for a training program for specialized teaching aides if there is sufficient favorable response.

Sacramento--HOME ECONOMICS COMBINES WITH BUSINESS EDUCATION

An experimental program was carried on at Hiram Johnson High School in Sacramento. This course was especially designed to utilize the knowledge and skills of a home economics teacher and a teacher of distributive education in preparing youth for entry level jobs in merchandising. On-the-job training was included as an integral part of the instructional program, for which students receive school credit and were supervised by the teachers in charge of the program.

Students applied for enrollment, and the selection of students included the following criteria: successful completion of either a business or home economics course, passing a basic test in arithmetic,

completion of a personal interview examination, intent to enter merchandizing as a career, and availability of transportation.

Advisory groups provided guidance in the development and evaluation of the program, in suggesting course content, in providing speakers for the class, and in encouraging local establishments to take a trainee.

This experimental program featured three phases in its development:

Phase I consisted of released time for the teachers to design new curriculum and prepare instructional units. Instruction included personal preparation for working, communications, business mathematics, salesmanship, merchandise information and advertizing. During this phase, merchants were contacted who advised on the development of the curriculum and later provided training facilities for work experience.

Phase II involved selecting students, communicating with parents, and conducting the program.

Phase III planned for the evaluation of the program, possibility of extension to other high schools, and progress of students who proceed to full-time employment.

The local supervisor of Homemaking Education prepared a progress report of the first year of the program, which is to be continued during the 1964-65 school year, with revisions in light of experiences and evaluations of the 1963-64 experimental program.

Orange Coast College-- FOOD SERVICES AND HOTEL ADMINISTRATION
Costa Mesa, California

Orange Coast Junior College offers a program to provide a practical educational basis for people interested in food service work and hotel operation which will enable them to obtain gainful employment, broaden their background of training, or upgrade them for a position of greater responsibility.

The seven courses offered in the program of Food Services and Hotel Administration include principles and techniques of food preparation, sanitation, housekeeping, storage, purchasing, menu planning, food cost control, methods of supervision, and fundamentals of management. Specializations include Culinary Arts Training, School Food Service, Nursing Home Food Service, Hospital Food Service, Restaurant Management, and Hotel Administration.

The organization of the food service department involved a year of program planning and course preparation. In the spring of 1963, the need for assistant level workers to professional level food service workers was identified in Orange County. The purpose defined in the beginning stages was to establish a vocational training program for people in Institutional Food Service who could serve as assistants to dietitians in all phases of their work, or to act as Food Service Managers in smaller food operations.

A preliminary survey was taken among food service establishments and institutions in the area through direct interviews. This direct interview method identified needs for training and also acquainted the food service establishments with the eventual program, stimulated interest, and indicated possible sources of employment. A careful analysis of materials obtained from other schools throughout the nation, from State and Federal agencies, employers, school lunch programs, and other sources, led to a two-year program outline for an Associate Arts degree. This was coordinated with existing effort to provide a two-year course for Chef's Training, Restaurant and Hotel Management. It was decided to initiate the food service program through the Evening College and to direct it mainly to training those already employed.

Six courses were started in September, 1964, with an enrollment of 150 persons. The seventh course in Food Service Management started in November. A survey of students at that time showed the following areas of interest:

- One-fourth: Restaurants and cafeterias
- One-fourth: Interest either in one isolated course or a possible future without specialization at this point.
- One-fourth: School Lunch Programs.
- One-fourth: Other fields, such as hotel, store, nursing home food service.

PROJECTS FINANCED UNDER THE VOCATIONAL EDUCATION ACT OF 1963

Funds for projects financed under VEA were not made available until September 21, 1964. Many schools took the initiative in conducting community surveys, and planning during the summer to prepare project applications for the present school year. A total of 16 projects using Home Economics skills and knowledge were approved in September, and are now in progress. More applications were received in December, but approvals have not been completed as of this writing.

The sixteen programs now in progress are not yet ready to provide information on curriculum, evaluation, or follow-up studies. It is too soon to determine which programs will succeed or the percentage of graduates of these programs who will obtain employment. However, a brief overview of some of these programs in progress is offered as ideas, and ideas only, as each state or locality will determine its own needs and possibilities.

OAKLAND PLAN FOR DEVELOPING VOCATIONAL EDUCATION ACT PROJECTS IN HOME ECONOMICS

Under the direction of the City Supervisor, Oakland developed programs in gainful employment education related to Home Economics by first taking a look at the potential of the teachers within the district. Not all home economics teachers are ready for or have the interest in teaching for gainful employment. The first necessary step was to survey the potential and occupational background of available personnel.

When potential teachers were identified, the next steps were to look at resources within the district, and to survey employment needs within the surrounding area. Using the criteria developed at the state level for qualifying programs under the provisions of the VEA, Oakland developed applications to be submitted in August, 1964. With three approved programs now in progress, Oakland is planning ahead to future projects in the same manner that present programs were developed. Team teaching has been utilized in two of the programs to supplement the home economics teacher's contribution, in addition to using specialists and advisory committees in the occupational area selected.

Oakland VEA projects now in progress are:

1. Child Care Services
2. Hotel and Restaurant Services (Food Service)
3. Commercial Clothing and Clothing Services

DIFFERENCES IN FOOD SERVICE CLASSES IN THE BAY AREA

It is evident that each school needs to adjust its program to best utilize personnel, facilities, and resources. For example, in the Oakland Bay Area, there are three VEA programs in Food Service in three separate school districts.

The specific training objectives for these programs are: to give the student required knowledge, attitudes, skills and interests to qualify for entrance jobs in the many Food Service Industry positions: to gain skills in cooking and baking, storeroom operation and purchasing, record keeping and accounting; to train for such jobs as waiter, waitress, cashier, checker, hostess, dining room supervisor and steward; to help the student qualify for further training in the food services; and to obtain basic education to qualify for entrance into the Food Service Industry.

Although all three Food Service programs have met the qualifying criteria for an approved VEA project, each program operates independently and each has unique characteristics.

Oakland Technical High has six students each day in the school cafeteria, working at each station for three days. The cafeteria manager serves in an educational capacity, supervises the training, and gives the student as many responsible experiences as possible.

Pacific High, San Leandro, has no students working in the cafeteria for the first semester, but provides experiences in the home economics foods laboratory. Students serve foods once a week by telephone order from the faculty and the food is taken on trays to the faculty dining room. Breakfast orders may be prepared one week, sandwich orders another week, to offer a variety of experiences. The students will work in the school cafeteria during the second semester.

Both of these schools have the same Advisory Committee, which meets with the faculty team members during the year to discuss the content and progress of the class. These programs are planned as two-year courses for junior and senior boys and girls.

Berkeley High has operated a food service program for several years, with students taking Foods I before being admitted to Food Service II, where actual cafeteria experiences are provided. Through a project application under VEA, Berkeley is able to expand this program in food service, and release the teacher for part of the day to supervise work experience in other local cafeterias, restaurants, and coffee shops.

One of the purposes of VEA clearly indicates that present programs may be expanded and improved. Not all programs need be newly established or in experimental stages. Although Berkeley has operated a successful food service class prior to VEA, there was little opportunity for the teacher to supervise outside work experience, or to carry on evaluation and follow-up studies of students who complete the course. This will be an important step in expansion of the program during 1964-65.

USE OF TEAM TEACHING IN VEA PROGRAMS

Oakland High--CHILD-CARE SERVICES

This program of instruction uses team teaching effectively. A life science teacher is responsible for such units as physical growth and development. The home economics teacher is responsible for such units as food for children, and safety. The staff of a Child-Care Center near the school will participate in the unit on practical experiences in child care. Students will participate in and assist with the activities at the Child-Care Center.

Specific training objectives for this program are to train high school girls in the skills needed to qualify as a teacher's assistant, or as assistant to Day-Care Center Worker at a Child-Care Center. It will provide pre-training in Child-Care Services, i.e., for nursery school teacher, elementary school teacher, Day-Care Center Supervisor or worker, or recreational aide. In addition, training in marketable skills for child care in the home will be provided.

FOOD SERVICE PROGRAMS USING TEAM TEACHING

At Oakland Technical High and Pacific High, San Leandro, a five-member team includes a Home Economics teacher, English teacher, Business Mathematics teacher, Counselor and Cafeteria Manager. Each team attended a workshop at San Francisco City College during the summer of 1964 to gain more experience and information in the occupational fields related to food service. A Ford Foundation project titled "Project Feast," provided funds for City College of San Francisco to operate this workshop.

As an example of how the team-teaching approach covers four periods of related subject matter, a student might study the following in a single day:

Food Service class: Baking, using a mixer (2 periods)
 English class: Spelling baking terms, descriptive writing on use of mixer, reading directions for use of equipment.
 Business Math: Using fractions in computing quantity recipe formulas. Business typing, and math processes related to food service.

The English teacher enthusiastically notes an increased interest in writing, in communicating, in descriptions of field trips, and in reading for comprehension of subject matter. The Home Economics teacher can do more efficient teaching of skills involved because, "students know what I'm talking about when I need to use mathematical processes. They understand the vocabulary I'm using. There is much carry over of information learned in their related classes."

These five-member teams will again meet during the summer to plan the second year of the food service program, to synchronize subject matter in daily lesson plans, to confer with specialists and the Advisory Committee on revisions needed for the second year of the program. As the present class moves into a second year of instruction, a new class of first-year students will begin at the 11th-grade level.

OTHER VEA PROJECTS IN HOME ECONOMICS

McClymonds High, Oakland--COMMERCIAL CLOTHING AND CLOTHING SERVICES

Primary marketable skills to be developed in this program include the use of various types of sewing machines for mending, repairs, alterations and construction; developing speed and accuracy; use of hand iron for presser in dry cleaning, clothing manufacturing and clothing maintenance; hand sewing; processes for repair and remodeling; techniques for alterations; using commercial patterns, home spot removal and hand laundry; and garment construction. Supporting skills taught will include mathematics, reading, communication, and meeting the public.

Entry-type job opportunities for which students may become qualified would include some beginning jobs in the clothing manufacturing industry, working in dry cleaning shops as tacker, seamstress, counter girl, hand presser, or marker. The primary marketable skills should also lead to job opportunities in retail shops, department stores or specialty shops as sales girl, in pattern departments or in stock departments. In addition, the students should learn marketable skills for employment in the home to maintain, repair, and alter clothing of families.

It is important to note that a survey of market needs was made before initiating a program of this type to identify entry level jobs for which students could be employed. It was learned, for example, that in this area there is less need of employees in the garment manufacturing industry because there are many experienced persons who travel to this area from the East Coast. The school identified additional jobs in dry cleaning establishments, retail stores, and home employment.

Some work experience will be provided through a weekly clothing clinic, where students will be available to perform beginning jobs in clothing services.

Paso Robles High School--MOTEL MAIDS, WAITRESSES, WAITERS

This program is designed for the training of high school seniors as waiters, waitresses, and motel aids. Specifically, this will involve taking orders for meals, serving meals, setting tables, cleaning motel rooms, making beds, and other such duties as they may be assigned by their immediate supervisor in a restaurant, cafeteria or motel. There will be some supervised on-the-job training under the work experience phase of the program. Students will work in selected businesses in the community in order to use the equipment and to learn the needs of the actual work situation. Approximately twelve weeks will be devoted to the waitress and waiter training program, with six weeks for the motel aide unit.

This city is situated near two rapidly developing vacation areas. All indications point to a continuing rise in the amount of tourist trade in the area, and therefore the need for trained persons in these occupations is likely to continue.

Evaluation will come from several sources, such as the home economics teacher who provides the classroom instruction and on-the-job supervision, and the employers who provide work experience opportunities for the students. Plans will be made for follow-up studies of graduates to determine the effectiveness of the program. Provision for modification of the program will be built into the course of study; high standards will be maintained throughout; and students will be screened before they enter the program.

South Forks Union High School, Miranda--WAITRESSES AND MOTEL MAIDS

This school is also located in a resort area, where many motels and coffee shops provide opportunities for employment of trained persons. By careful survey of community needs, opportunities for employment, and school facilities, this district was able to develop VEA approved programs which provide necessary financial assistance to the local school district.

Fresno High School and Coalinga High School--HOMEMAKER ASSISTANT

Both of these programs are based on the pilot study described previously in this article.

Franklin High School, Stockton--HOUSEHOLD ASSISTANTS AND WORKERS IN
AGED-CARE FACILITIES

This program trains for skills needed in working with the elderly

in aged-care centers, and for skills needed in working as an assistant to a homemaker.

Artesia High School--NURSING AIDES

Specific training objectives outlined in this VEA program include training girls to be employable in the capacity of a helper in the care of the sick, either in institutions or in private homes. Girls are being trained in basic nursing skills, knowledge, and attitudes which will allow them to function effectively. The program intends to provide adequate training to enable students to be employable as nursing aides upon completion of high school education; others may be able to secure part-time employment as nursing aides prior to graduation.

Sierra Vista High School and Baldwin Park High School, Los Angeles County FOOD SERVICES

This program in food services intends to contribute to the welfare of the industrial community by providing conscientious, productive and intelligent workers. Students who have completed this program should be able to work in entry-level jobs in food service industries such as: bakeries, short order houses, hamburger stands, coffee shops, cafeterias, diners, frozen food plants, canneries, and produce markets.

Chaffey College, Ontario--NEW SCHOOL LUNCH MANAGEMENT CURRICULUM

The program is designed primarily to train employees who are already employed in a school lunch management program to do better and more efficient tasks in the job to which they are presently assigned. In addition they will receive training in related jobs in the school lunch program, including management, so that they will be prepared to take on assignments as they are needed and become available.

Edison Senior High School, Stockton--FOOD SERVICE WORKER

Training for specific job skills in the food service industry.

HOW TO PLAN PROGRAMS FOR USE OF VEA FUNDS

It may be disappointing news to realize that written materials are not available from these schools, because it is too soon to know just what should be written down or what changes will need to be made another year.

The best approach to planning would be to consider the qualifying criteria which became the guidelines for local districts to use in planning applications for funds from the Vocational Education Act of 1963.

All programs in gainful employment education related to home economics, which were funded under VEA, were developed within the framework of the criteria established at the state level. Many different types of instructional programs will fit within this framework.

QUALIFYING CRITERIA, in Accordance with the Vocational Education Act of 1963

1. There is administrative support in terms of adequate supervision and coordination of the instructional program.
2. Topical course outlines demonstrate that the vocational instruction is suited to the needs of those engaged in or preparing to engage in such occupations.
3. The program of instruction is sufficiently extensive in duration to enable students to develop to an employable level.
4. There is appropriate time proximity between the time and length of the training program and actual job entry.
5. A need and opportunity exist in the employment market for the occupation for which training is offered.
6. The program of instruction is based upon the advice and counsel of employers and individuals or groups having a knowledge of the occupation.
7. The program of instruction combines and coordinates related instruction--for example, with field, shop, laboratory, or on-the-job experience.
8. Sufficient time is provided for coordination of classroom instruction and on-the-job experience when vocational work experience education is a part of the project.
9. Equipment on hand and/or to be purchased will enable students to develop skills for employment.
10. Professional personnel assigned to the project must possess adequate professional qualifications and occupational competency for appropriate credentialing in the subject area in which they are giving instruction.
11. Vocational guidance and counseling services are made available to the project.
12. Vocational guidance and counseling services are designed to (1) produce effective selection of students, (2) provide students with information necessary for realistic vocational planning, (3) assist students in vocational placement, and (4) conduct follow-up procedures to determine the effectiveness of the vocational guidance and counseling system.
13. Continuous research and evaluation are integral parts of the program.
14. Funds provided by the Vocational Education Act of 1963 shall be used to supplement existing programs, not to supplant them, and to the extent practical, shall be used to increase the amount of funds that would be available for the purposes of vocational education.

EDUCATION FOR GAINFUL EMPLOYMENT and EDUCATION FOR THE JOB OF HOMEMAKER

Gainful employment education is one direction in Home Economics, but it is not the only direction for Home Economics in California schools. To plan and instruct educational programs that will prepare youth to carry out the responsibilities involved in being homemakers and parents in such a way as to contribute to the well-being of society and the true prosperity of our nation has always been the major objective of homemaking education.

The extent to which people, youth in particular, are able to receive any training that will prepare them for their responsibilities as homemakers and parents has long been of prime concern to those working in homemaking education.

All jobs require knowledge and skill. Unskilled laborers are no longer employable in our society. Unskilled homemakers and family members are unable to contribute to the well-being of our society or to the prosperity of our nation. Home Economics has the opportunity to meet the challenge in both directions. Home Economics is unique in that it is the only area whose major focus is education for a job that is common to all persons, the job of being a family member and homemaker. It can also contribute to society's needs by offering gainful employment education related to Home Economics.

This article was prepared at the request of Dr. Elizabeth Simpson, who felt that happenings in California might be of interest to other states. Even during the preparation of this overview of activity, new programs are being developed that have not yet reached the printed page. There has not been time, nor is there space to describe every local effort within the entire State.

What is happening in California may also be happening in other states...and it may be that we have only begun to scratch the surface of possibilities yet undiscovered. Our picture is offered as one source of ideas, not necessarily to be duplicated or followed, but as ideas upon which to improve, experiment, build, and create other ideas. The true test will come when an important word is put into actuality, evaluation. This important step needs to be built into the planning; it should follow the operation of programs, and it will cause us to take an earnest and realistic look at all programs in Home Economics. Justifiably, and with foresight, evaluation has been built into the Vocational Education Act of 1963, and it will definitely ask us to measure the values and successes of our ideas now in operation.

AN EXPERIMENTAL HOME ECONOMICS COURSE
(TAUGHT IN COOPERATION WITH DISTRIBUTIVE EDUCATION)

Mrs. Doris Walters, Instructor
Meritt-Hutton High School
Thornton, Colorado

A one-year course in home economics for junior and senior girls to provide orientation to employment and initial training for several occupations using home economics knowledge and skills is being taught on an experimental basis this year in the Meritt-Hutton High School, Thornton, Colorado. Following is an outline of the major aspects of the program.

Purposes

1. To explore the opportunities in and requirements of some occupations related to homemaking and distributive education.
2. To develop personal qualities which will increase employability.
3. To gain some skills which will prepare the girls to enter certain occupations.

Advisory Committee

A joint advisory committee has been selected to advise on development of both home economics and distributive education programs.

The present members include:

- a businessman in the community
- a representative of labor in the community
- a homemaker
- one school administrator
- the homemaking teacher
- the distributive education teacher (Chairman)

The advisory committee will:

- help determine kinds of occupations for which training is needed.



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Mrs. Walters, instructor, discussing ways of arranging an attractive table for customers.

- set up short-term and long-range goals for the program.
- evaluate present courses--particularly the relationship of the subject matter to needs of students.
- make suggestions for programs for adults.

Organization

Two class sections of the home economics course meet at the same time as two sections of a distributive education course. This procedure enables the teacher to plan joint meetings for lessons on:

qualities of a good employee
 job application
 employer-employee relationships
 consumer economics

The home economics teacher teaches classes on textiles, furniture and home appliances to distributive education students; the distributive education teacher gives instruction on basic clerking skills to home economics students. Other team teaching also involves the speech teacher, distributive education and home economics teachers in considering--

the importance of good speech in public relations
 developing some techniques of good speech.

At times other team teaching has involved the typing, business, psychology and sociology teachers.

I. Child Care

Content:

Basic emotional and physical needs of children
 Discipline and guidance
 Entertaining children
 Safety precautions in working with children
 Adjusting housekeeping schedules to needs of children

Learning Experiences:

Visit children's hospital, home for mentally retarded, and home for orphaned children, and prepare report of observation.



Participation in community pre-school program--Nancy Kornmueller, Pam Forsythe and Karen Skora are the high school students.

Do some work as baby sitter
 Observe and participate in community preschool program--
 supervise play, tell stories, assist with routines
 Discuss films and filmstrips on child care
 Develop general rules to follow in guiding, caring for and
 entertaining children

Resource Persons:

Director of Community preschool program
 Child Psychologist

II. Food Preparation and Service

Content:

Kitchen Management--use, care and safety measures

Foods and Nutrition:

Nutritional needs of adults, children, aged and invalids
 Meal planning
 Food buying
 Food storage
 Basic food preparation
 Meal service and table setting
 Some catering outlets

Learning Experiences:

Visit a hospital kitchen
 Visit a school cafeteria
 Visit a market to shop--examine food products
 Assist in the school cafeteria
 Visit restaurants--study layouts--methods of service
 Preparation of special dishes
 Assist with catering and buffet meal

III. Waitress Training

Content:

Types
 Public Relations
 Role of waitress and hostess
 Role of stewardess on planes

Learning Experiences:

Interviews and observations

IV. Consumer Economics (Team Teaching)

Content:

Good buymanship
The consumer in today's business world
Buymanship and health
Investing in yourself--education, leisure time, career, personality
Using credit

V. Care of the Sick

Content:

The function of public health agencies in the community
Some study of home care of sick procedures
Ethics of nursing home
What involved care of aged
Sanitation procedures
Responsibilities of nurses aides; practical nurses



Home Nursing Experience--Mary Hiatt; Sandra Grejoby, patient; and Barbara Horjis

Learning Experiences:

Observe in a nursing home
Spend a day with a practical nurse

VI. Marriage and a Career

Help the student develop an awareness of the importance of maintaining the stability and solidarity of the home while filling a dual role.

VII. On-the-Job Experiences of Girls in 1963-64Wage Earning:

Hostess in restaurant--2
Baby sitting in homes; involves some housekeeping duties and some meal preparation. (22 girls regularly after school through supper hour).
School cafeteria workers--2
Part-time secretary--1
Nurse aide in hospital--1
Car hop drive-in--2
Short order cook drive in--2

Volunteer Experience:

Aides in Pediatrics Ward--Colorado General Hospital--22
(Had been candy strippers first)
Assistants in preschool of the district--18

APPLIED HOMEMAKING AT FORT COLLINS, COLORADO

Gladys Anderson, Instructor

Girls enrolled in the Applied Homemaking class at Fort Collins High School, Fort Collins, Colorado, are working on jobs as homemakers aide, nursing home aide, bakery aide, nursery school aide, and food service aide. The Applied Homemaking class provides job experience for noncollege-bound girls.

The main objectives of the course are as follows:

1. To encourage girls to complete high school.
2. To provide real job experience for noncollege-bound girls.
3. To develop personal health and grooming habits.
4. To teach effective management of time and money.
5. To promote acceptable work habits and cooperative relationships with employers, patients and fellow employees.
6. To develop skills in homemaking, child care, catering services, and nursing care for the aged.
7. To develop trained personnel for employment needs of the community.
8. To offer opportunity for girls to earn money for current expenses.

Students are offered regular school credit for class work plus equal credit for satisfactory work experience. Ten hours is a minimum allowed per week for on-the-job training. The salary is 60 cents per hour minimum with merit raises to 85 cents per hour.

There is cooperative evaluation by student, teacher, and employer throughout the year and a certificate of completion is awarded at the end of the training program. In addition, awards are presented for the outstanding aide in all phases, the outstanding aide in homemaking, and the outstanding aide in home nursing.

The job training program develops principles and skills in:

1. Employer-employee relations.
2. Personal grooming.
3. Nursing home procedures and ethics.
4. Cleaning and laundry techniques.
5. Kitchen care, storage, use of appliances
6. Food preparation, service, and nutrition.
7. Child care, home care techniques, and procedures.
8. Safety measures in all phases.

The principles and skills are taught in the following units:

1. Orientation--3 weeks
2. Nursing Home Aide--7 weeks (taught with the help of a registered nurse)

3. Cleaning Techniques--3 weeks
4. Child Care--4 weeks
5. The Kitchen--5 weeks
6. Foods and Nutrition--9 weeks
7. Laundry--3 weeks

The program meets the needs of girls in the following ways:

Recognition

Graduate from high school--improved grades
Use of a uniform, promoting feeling of recognition
Pay for work accomplished
Certificate of completion
News stories, pictures

Response

Be of service to someone
Develop class friendships
Develop interpersonal relationships, overcome shyness, and
develop better communication

Security

Opportunity to be gainfully employed
Knowledge and skills valuable in everyday living

New Experience

Learning of skills, learning how to study
Some occupational training

At the end of the school year the students will have had experience as a nursing home aide, nursery school aide, bakery aide, and food service aide in addition to the experience as homemaking aide. During the year there may be times at which students will be working in three or four different occupations at the same time.

HOME ECONOMICS-ORIENTED WORLD OF WORK PROGRAMS-- THE CURRENT DETROIT SCENE

* * * * *

* Gertrude S. Capps--Supervisor of Home Economics	**
* Education, Detroit Public Schools, Detroit, Michigan	*
*	*

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In Detroit, all senior high school students electing home economics receive much valuable instruction about career possibilities with special consideration given to home economics as a profession. Of prime importance, too, is the general emphasis given to developing concepts and generalizations in relation to the world of work, such as:

Competencies or skills learned for effective homemaking can be the basis for marketable skills when a need to earn exists.

Exploratory work experiences are guides to selection of specific work-training programs.

Attitudes toward work, skill in getting along with others, and personal satisfaction through service affect the securing and holding of a job.

SPECIALIZED PROGRAMS

Four high schools and one area trade unit provide highly specialized vocational programs which prepare for specific occupations. Each school has some special features and offerings. Those most closely related to home economics include:

Chadsey High School

A comprehensive Commerical Foods training program is offered, including food service, commerical baking, hotel pastry, pantry, meat cutting and cooking. At present, there are 8 teachers (2 are home economists--the others have extensive hotel and trade experience). Two hundred and nine students are enrolled in this curriculum at Chadsey. This program has received national recognition.

Trade Tailoring and Sewing. This is a newer program. There is one teacher, with a comprehensive trade background and a B.S. degree in education. Forty-one students are enrolled currently.

Cosmetology. This program is the only such in Detroit's public school program. Three teachers, all trade qualified with B.S. degrees in vocational education, instruct 123 girls and boys in all aspects of this field.

Cody High School

The home economics department includes the operation of a tea room in a former all-purpose home economics laboratory in the adjoining Everett School building. Two trade-qualified home economics teachers, with dietitian and food service backgrounds, are each assigned for one-half time. Thirty students (boys and girls) are preparing for occupations as waitress and kitchen worker

Dow School

This is the newest program in the Detroit schools. It includes:

Food Preparation, Service and Quantity Cookery. This is comparable to the Cody High School program. Here, also, the former home economics laboratory, with adjustments, is being used.

Clothing Alteration Service. This is specialized training in all aspects of garment alteration in a simulated "work-room" atmosphere.

Two highly specialized and experienced teachers--one a home economics teacher, who is also a dietitian with supervisory experience; the other with an extensive trade dressmaking background, guide the 30 students in these two efforts.

Northeastern

Trade Tailoring of men's garments is taught to boys. This is a well-known and long-established program. A men's tailor teaches 69 boys processes and techniques which qualifies them for employment as operators and workers in this industry.

COOPERATIVE EDUCATIONAL OPPORTUNITIES

At Wilbur Wright, a cooperative high school, students have a unique experience in gaining both academic and technical knowledge and skills related to a given occupation, directly from business and industry.

This is a truly cooperative educational program because both employers and the school assume responsibility for the pupil's success or failure. Graduation depends on satisfactory achievement in school and on the job.

In order that the cooperative training program function properly and produce the desired results, the students' programs are organized on the alternating plan; that is, the students spend half their time in their chosen shop classes and the other half in academic classes.

This procedure is accomplished by having the student body divided into two groups, identified as the A group and the B group. While members of the A group are in their shop classes, the B group are in their related or academic courses. At the end of each two-week period the two groups exchange places.

When a pupil becomes employed as a co-op student, the job takes the place of the school shop class. Usually, two pupils are assigned to work on a given job. In this way a position is filled full time; and at the same time, the pupil fulfills the high school requirements for graduation. Pupils may become eligible for co-op jobs during the eleventh and twelfth grades. These work assignments are possible provided the student passed all his courses, his attendance is acceptable, and he is approved by his teachers and counselors.¹

Home economics plays an important part in two of the curriculums at Wilbur Wright High School, namely; commercial foods and hospital service. The co-op coordinator of these two programs is a qualified former home economics teacher with both teaching and business experience. The two teachers in commercial foods are qualified home economics teachers and registered dietitians with extensive food service experience. One of the two teachers in the hospital service program is a registered nurse with a B.S. degree in education; while the other is a home economics teacher.

The Role of the Co-op Coordinator

- The principal duties of the coordinator² include the following:
- .Locate and arrange for new or additional training programs.
 - .Receive and answer requests for students from business and industry.
 - .Inspect training facilities before assigning students on the job.
 - .Select qualified students as applicants for jobs.
 - .Instruct students on how to apply for a job.
 - .Assist in the processing of forms.
 - .Organize and conduct group conference sessions with the co-ops.
 - .Supervise co-op students in their places of employment.
 - .Follow up on graduates.
 - .Organize a safety program.
 - .Recruit students.

Admission to Wright Co-op High School

Students are eligible to enroll at Wright High School who have: completed the 9-A grade, have a counselor's recommendation, have "C" or

¹ Student Handbook, Wilbur Wright Cooperative High School, Detroit, Michigan

² Wilbur Wright Job Analysis of a Co-op Coordinator.

better rating on the Detroit general education test, mechanical aptitude, and general clerical ability test, and have parental consent.

Employment Opportunities

The co-op coordinator at Wright has the following to say about job opportunities at the moment:

"The number of jobs available in the commercial food field is tremendous. With new hotels, motels and restaurants opening every day, the opportunities are multiplying. One of the present needs is for boys who can be trained to be managers. This means, of course, that they will need additional training beyond high school. However, many firms are setting up their own training programs. The commercial food field, as every other field, expects employees 'to earn an honest day's pay for an honest day's work.'

"The need in hospital service is not as great as in the commercial food field. The reason for this is that some hospitals like more mature people, and some hospitals have their own training programs. The labor laws define certain restrictions. However, Wright has 36 students on co-op assignments currently."

Resume of Commercial Foods* Curriculum

First Year: (10th grade)

Basic indoctrination in requirements and standards for food service workers.

1. Personal hygiene
2. Personal appearance
3. Personal conduct
4. Relationships to others--customers, co-workers, and supervisors
5. Work habits
6. Personal nutrition needs

Basic instruction in food service techniques.

1. Dining room stations--waitress, hostess, cashier, busboy, following work schedule and care of equipment, housekeeping for each job.
2. Counter stations--steam table, cold counter beverages--following work schedule, use and care of equipment, housekeeping.

* Academic work during the three years includes requirements for graduation including: math, English, sciences, occupational theory, social studies, job relations, electives.

3. Dishroom operation--organization of work, use and care of equipment, housekeeping.

Basic instruction in food preparation.

1. Terminology--knowing about food
2. Use of recipes and formulas--measuring and weighing, equivalents and abbreviations
3. Use and care of equipment--housekeeping
4. Simple techniques--
 - Preparation of raw foods (fruits and vegetables for salad, etc.)
 - Starch cookery (sauces, pudding, cooked salad dressings)
 - Egg cookery
 - Baking in small quantity, batters and doughs
 - Meat cooking in small quantity
 - Entrees and luncheon casseroles
 - Simple party foods
5. Practical work--preparing food in amounts of 25 to 50 for teachers' coffee shop.
6. Organization of work--making daily work schedules

Second Year: (11th grade)

Instruction in large quantity preparation and operation.

1. Preparation of food for student cafeteria in amounts for 150 to 200
2. Use and care of equipment
3. Housekeeping
4. Management area--
 - Organization--daily work plans
 - Supervision of first-year students
 - Menu making
 - Recipe construction
 - Recipe costing
 - Record keeping
 - Storeroom
 - Storeroom keeping

Third Year: (12th grade) "Earn While You Learn"

Employment in industry on "co-op job" basis.

Coordination of school and industry

After Graduation:

Continuation of employment with promotions available

Post graduate or college courses

Resume of Hospital Service* Curriculum

Hospital Service--Shop I

Introduction:

Aims for Wilbur Wright Cooperative High School
 Aims for Hospital Service Curriculum
 Course Aims--hospital service for nurse's aides

Orientation:

Class administration and organization
 Course aims
 What makes a good nurse's aide
 Those who care for the sick and their preparation
 The hospital--a community agency
 The patient's environment in the hospital or at home
 Patient care
 Arranging the patient's unit
 Serving food and fluids
 Elimination
 Providing for patient's comfort, rest and relaxation
 Admission and discharge of patient to and from hospital
 Care and cleaning of equipment

Hospital Service--Shop II

Taking the patient's temperature, pulse, respiration
 Providing for the patient's personal cleanliness
 Pre-breakfast care
 Giving the patient a cleansing bath
 Giving the patient back care
 Evening care
 Giving the patient a shampoo
 Treatments
 Administering hot and cold applications
 Administering enemas
 Administering home medicines
 Controlling the spread of a communicable disease
 Applying of bandages and binders
 Caring for the aged patient
 Caring for the dying patient

Hospital Service--Shop III and IV

Mother and Child Care:

1. Reproduction
 - Prenatal care
 - Birth atlas
 - Postnatal care

*Related courses in food, nutrition and health are required for all hospital service majors as well as academic courses required for graduation.

2. Physical Care of the Infant:
 - Bathing
 - Weighing
 - Temperature
 - Dressing
3. Growth and Development of the Child
 - Motor
 - Speech
 - Emotional

Summary

These two curricula, commercial foods and hospital service, are always changing to meet new demands and needs. For example, not long ago Wright lost its regular school lunch program due to millage failure, heavy lunch room operating costs, and low sales. Its 25-person kitchen staff was transferred to other schools. The commercial foods majors, under the direction of their two teachers, started doing the cooking and serving themselves. Since October 1964, they have been serving hot plates and a la carte items to an enthusiastic student body and faculty. The business department supplies cashiers. The lunchroom operation is now a permanent part of the instructional department.

The teachers working in these two programs have expressed views which may be helpful to others considering similar adventures. Here are some quotes:

"Our graduates not only have a high school diploma, but a job. This means a hopeful attitude toward the future."

"Every learning has a double value--on-the-job skill and carry over to own homes."

"Our students get so interested in doing a real job that discipline problems fade away."

"Pupil-teacher ratio of 15-18 is ideal and worth holding to."

"Vocational world of work programs must be a combination of theory, practice, and academic learnings. Instruction is of greatest importance. A balanced program best meets student needs."

"Each year some students are challenged to extend their education--perhaps become a 'practical nurse' or, as happens

occasionally, go on to college."

"Many schools, wishing to adopt a hospital service program, will encounter problems relative to work experience. Advisory Committees, composed of professional nursing and hospital personnel, can assist in making decisions and giving direction in this field."

EMPHASES ON WAGE EARNING IN HOME ECONOMICS CLASSES IN KANSAS

Dr. Ellen M. Champoux
Assistant Professor, Home Economics Education
School of Education
Kansas State University

At the opening session of the 1964 Seminar in Occupational Home Economics Education at Kansas State University, Mrs. Lucile Rust made this closing statement in her discussion "Vocational Education Since 1917":

The 1963 Federal Vocational Education Act places emphasis, as never before, on the money earning aspect of Home Economics. This is really not a new idea, though it seems that too many Home Economists because they have not worked much before in this aspect. Education for homemaking is not gone from the program but a new aspect is added and does some replacing....Certainly Home Economists must begin to think long and deeply in another direction--in the aspect of direct wage earning at the semi-professional and partially-skilled levels. One of the difficulties facing home economists in this new emphasis is the fact that wage-earning employment done in homes or based upon homemaking activities is not popular with women of any age, and most of all not with girls and young women. There is a big challenge that includes change of attitudes along with the development of high level skills, and a broader concept of the place of Home Economics in vocational education.

Most of the sixteen Kansas teachers attending this Seminar, sponsored by Kansas State University and the Kansas State Board for Vocational Education, came from the rural areas of Kansas where employment opportunities may be scarce and where facilities may preclude an extensive program. These teachers were urged to be creative in their thinking and to innovate wage-earning programs that would meet the needs of their communities and the challenge of Mrs. Rust's talk.

The program in this report are of the "pilot-study" type. All have been developed to meet the needs of specific localities--some are of brief duration; others are planned for longer spans of time. Most of the programs went into effect in the fall of 1964 and cannot be completely evaluated at this time. There is evidence, however, that teachers and pupils are developing changed attitudes and greater understanding of skills related to home and community service occupations. It may well be that many of the programs using the "introduction to the world of work approach" will develop into full-fledged wage-earning programs.

Chapman, Kansas (Population 1,312)

Loretta Sawin reported her situation this way last summer:

Dickinson County Community High School has an enrollment of approximately 475 pupils. Over 80 percent of these pupils commute daily by an extensive bus system program. In the winter months many of these pupils are on the road to school before daylight and are home in the evening after it is dark. Of the pupils traveling by bus, over half of them live on farms and the majority of the rest live in small communities with less than two hundred population.

Most of the pupils will go to work after high school rather than attending college. Something needs to be done to help these pupils, while in high school, to learn about job possibilities and have some pre-training. Because my pupils are from the four corners of the county, I cannot do this as a community project. Therefore, I will have to approach it from a different angle.

My program is set up so each pupil plans and carries out a home experience. I plan to experiment with the junior home-making class and do some pre-training for certain job possibilities and have the pupils plan and carry out a job-related experience instead of the usual home experience.¹

During the summer, Miss Sawin developed a detailed plan for replacing the home experience program with a five-week job-related experience for a class of junior girls. In the fall the principal of the high school readily granted permission to try the proposed plan. The presentation of the plan to the faculty resulted in such questions as: Will the plan work? Are you sold on the idea? Will the girls work for money? Is now the time to start this program? Does this really belong in your department?

In a letter sent to parents, Miss Sawin explained the need for the new unit in the Home Economics program by quoting statistics from the President's Commission on the Status of Women. She also described the areas of study:

1. An introduction to the world of work, facts about working women, and learning some jobs that are available.
2. Getting groomed for the job, with emphasis on understanding work habits, attitudes needed, applying for a job, having interview, and personal characteristics needed for the job.
3. Investigation of opportunities related to homemaking and a concentrated study of these opportunities. During this phase your daughter will be expected to have some actual paid experience, the length of time to be decided upon later.
4. Evaluation of the work experience and investigation of ways job training can carry over into actual working situations.

Included with the letter was a form to be filled out by a parent or guardian asking three things: (1) whether they considered the unit of value to their daughter, (2) permission for the pupil to take the unit,

and (3) permission for her to assume a job.

The junior girls, during teacher-pupil planning, requested deferring the unit until the second semester. The class of four senior girls were interested and eager to try "something different" when the unit was described to them.

One aspect of the program of study was to collect data about job opportunities in the school district. A survey of the 46 senior girls in the high school was made. The class organized and tabulated the data from 43 returned papers. The following tables are summaries of the results of the survey.

EMPLOYMENT OF SENIOR GIRLS--SUMMER, 1964,
DICKINSON COUNTY COMMUNITY HIGH SCHOOL
CHAPMAN, KANSAS

Number	Job	Rate of Pay	Basis
4	Housecleaning	\$15.00*	Week
		.65 - 1.00	Hour
4	Nurses aide	.70 - .95	Hour
3	Filing	1.00 - 1.25	Hour
3	Cleaning - theater	3.00 - 5.00	Week
	- grade school	17.50	Week
	- beauty shop	2.00	Day
2	Babysitting	.40 - .50	Hour
1	Weighing in feedlot	.80	Hour
1	Clerking	.80	Hour
1	Telephone switchboard	.65	Hour
1	Concessions	.90	Hour
1	Waitress	.70**	Hour

*plus room and board

**plus \$2.50 tips daily

EMPLOYMENT OF SENIOR GIRLS--FALL, 1964,
DICKINSON COUNTY COMMUNITY HIGH SCHOOL
CHAPMAN, KANSAS

Number	Job	Rate of Pay	Basis
3	Bus driver	\$20.00	Month
3	Filing	.40 - 1.25	Hour
3	Nurses aide	.80 - .90	Hour
2	Housecleaning	.65 - .75	Hour
1	Office Work	.40	Hour
1	Babysitting	.75	Hour
1	Carry-out girl	.75	Hour
1	Telephone switchboard	.65	Hour
1	Waitress	.75*	Hour
1	Care of Recreation in Nursing Home	.70	Hour
1	Cleaning - theater	3.00 - 5.00	Week
1	Serving in cafeteria	Free meals	

*plus \$2.50 tips daily

The results were used as a basis for stimulating pupil thinking by the "developmental discussion method."² One sequence of questions used by Miss Sawin was

How do you charge for housework?

Some girls worked for \$1.00 per hour doing housework while another girl did the same type of work for \$15.00 a week including board and room. Isn't that expensive board and room?

Why does the pay for housework range from 65 cents to \$1.25 an hour?

The work experience portion of the unit was introduced to potential employers with the following letter:

Dear _____:

Due to distance and lack of time at the present, I would like to take this means of explaining to you a new unit called JOB PRE-TRAINING that is being offered this semester in the vocational homemaking department at Dickinson County Community High School.

A survey of the jobs held by the junior girls during the past summer and those who are working this semester has helped us analyze homemaking-related jobs in our county. We have studied these jobs in class and have attempted to

improve skills needed and associated with them. We have also studied how to make the contacts and conduct an interview.

In order to help the girls put into actual practice some of the skills they have learned, we hope you will be willing to cooperate with us and provide an opportunity for us to give work experience to one of the girls.

Since the girls are still in school, the work time will need to be after school or on the week ends. I would like to consider the work period of possibly three weeks with not more than a total of twelve working hours.

During the time the girl is employed by you, it will be your responsibility, as well as mine, to help her gain the greatest satisfaction from her work experience. I would like to have the opportunity to observe this student, at least once, while she is on the job.

If you are willing to cooperate with this work experience unit, will you please sign the enclosed contract and return to me by_____.

Sincerely,

Loretta Sawin
Homemaking Instructor

The job-related experience was developed in much the same way as a home experience. After each pupil had signed a work contract, she made plans for fulfilling the duties connected with the job. The four copies of each work contract were signed by employer, employee (pupil), parent, and instructor. The contract included space for filling in job title, number of hours for working during the week, dates of the working period, and rate of pay. The pre-training planning form follows.

PRE-TRAINING PLANS

Name _____ Where employed _____

Name of employer _____ Address _____

Type of job _____

Duties connected with this job:

Work schedule:

Days

Hours

Rate of pay _____

Reasons for selecting this job:

Detailed work plan for the time employed:

References studied with summary of material usable for this job:

Approved by:

_____(Instructor)_____(date)

Evaluation of the work experience was done by employer, parents, and pupil. Parents and pupils were asked to use the following forms.

EVALUATION BY PARENTS

Name of student _____ Employer's name _____

Title of job _____

Please circle each of the "YES" or "NO" as they apply to the items listed in regard to the pre-training unit your daughter just completed.

Please return in a sealed envelope to:

Miss Loretta Sawin, Homemaking Instructor
Dickinson County Community High School
Chapman, Kansas

- | | | |
|---|-----|----|
| 1. Was the length of time spent on the job too long? | YES | NO |
| 2. Did this training disrupt home duties? | YES | NO |
| 3. Do you feel the job experience was of value? | YES | NO |
| 4. Was the rate of pay satisfactory? | YES | NO |
| 5. Was too much expected of your daughter while on the job? | YES | NO |
| 6. Did this training interfere with school work? | YES | NO |

Additional comments:

Signed:

SUMMARY OF WORK EXPERIENCE

1. Were your original plans workable?
2. As you now look back over your experience, what change would you make in your plans?
3. Why would you make these changes?
4. Were you able to budget the money earned and spend your money wisely? Explain.
5. How could this work experience carry over into a future job?
6. Evaluate each of the following items by checking the work that best describes it:

	GOOD	AVERAGE	FAIR
New skills learned			
Experience gained			
Pre-training help at school			
Help from employer			
Interest in job			
Rate of pay			
Attitude toward work			
Time schedule for work			
Length of time given the unit at school			

7. Additional comments:

Signed:

_____ (name)

Miss Sawin reported that since jobs were not too plentiful at that time, the girls were not able to make choices but took the only jobs available. One did ironing, one was cashier in the dime store, one worked in a nursing home, and the other had not worked.

One pupil's evaluation expressed her keen interest in her work experience:

In the ironing I did there were usually about six pairs of work overalls and that many work shirts. There were also four boy's slacks and shirts. There were one or two women's dresses and four handkerchiefs.

In doing my ironing I started with the overalls, the slacks, the men's work shirts, the boy's shirts, the dresses, and finally the handkerchiefs. I did my ironing in this order because that was the way Mother has always done hers.

After doing my ironing I found out that if you would do all the good clothes first that you would do a better job on them because you would not be so tired. After the good clothes are ironed you could do the work clothes and finally the handkerchiefs.

I feel that through this work experience I have learned a new and better way to iron; not only that but by ironing for the past few weeks I find that I iron much better and faster. I feel that this is one sure job for women if you want some extra money and are not able to work outside the home.

Since my plans said nothing about ironing overalls this is the procedure I followed. First I ironed the pockets, then the tops and last the legs. The overalls did not have to really be ironed much, just a little pressing to get out the excess wrinkles.

In this case, I think it was better to charge by the hour than the job because some weeks there would be a lot and the next week not very much.

Of her pilot study, Miss Sawin says, "Due to the size of the class, family circumstances, and newness of the program, things did not work out exactly as I had hoped; however, I am not discouraged and am planning to use the forms and the same material next semester with a class of twelve juniors."

Silver Lake, Kansas (Population 367)

Carole Oberle initiated the first class of Homemaking IV at the Silver Lake High School this fall. Two units, Careers in Home Economics and After High School--What?, were the bases for the wage-earning emphasis. The content of these units built upon previous study of career opportunities

in the Home Economics classes and upon the program of work of the Future Homemakers of America. The course content dealt directly with duties, responsibilities, and advantages and disadvantages of careers in the areas of foods and nutrition, child care, clothing, and management and indirectly with personal relations and health and safety.

In this small community, Miss Oberle was able to interview all of the business people. They worked together in making the best possible work experience arrangement for all concerned. She reported 100 percent co-operation. Each girl worked one hour a day for five to eight days.

Job	Location
waitress and cashier	cafe
waitress, cook and cashier	snack shop
clerk, arranging display of sewing supplies, and making out orders	variety store
prepare and serve lunches, learn procedure for ordering and preparing food in quantity	school lunch room
teaching	grade school
office assistant	bank
clerk and help with displays and orders	grocery
assist with care of aged	nursing home

During the work-experience period, each pupil looked for answers to such questions as

What types of jobs are available at this establishment?
 What education or training is needed for the job you have?
 What are the advantages of working on this job? Disadvantages?
 Would you be suited to this job? Why?

The pupils were expected to be observant and alert. In part the directions were "If you need help from the employer, ask as time allows. Don't be a bother asking too many questions at one time."

Miss Oberle reported that her pupils enjoyed the work experiences.

Their reactions varied from day to day, naturally, depending upon their experiences. Their jobs were the top subject of conversation around the school, community, and home for several weeks. They were all satisfied and enthused about working after graduation. The business people were very pleased with the work of the students. Parents felt the program was a wonderful way of demonstrating what to expect in the future.

In continuing this program, Miss Oberle would establish a more definite program, spend more time on specific objectives, and spend more time on a larger variety of jobs. She hopes that this spring each pupil

will have the opportunity to work at another job, quite different from the one previously experienced.

Columbus, Kansas (Population 3,322)

Two teachers, Lythene Lambert and Imogene Roach, at the Cherokee County Rural High School, have initiated wage-earning classes. Each class meets two hours daily for a full year.

Miss Roach's Clothing Services class consists of 3 sophomore, 6 junior and 3 senior girls. She reported that the program had not been in progress long enough to determine its success and that she wants to add employment in order to provide pupils with on-the-job experience in the future. Mrs. Roach indicated that the girls were very interested in the class and were making rapid progress.

CLOTHING SERVICES COURSE OUTLINE

<u>Areas of Study</u>	<u>Hours</u>
The World of Work	10
Employer-Employee Relations	10
Selecting Equipment and Using Sewing Machine Attachments	10
Developing Basic Construction Techniques	10
Making Accessories	10
Tailoring a Wool Garment	60
Clothing Maintenance	20
Altering Women's Clothing	30
Altering Men's Clothing	30
Making Costumes	10
Sewing for Others (Making two dresses for ladies with fitting problems)	50
Sewing for Children (Two garments)	30
Making an After-five Dress	40
Style Show	10
Summarizing and Applying for a Job	10

Mrs. Lambert's seven class members studied food services during the fall semester. Waitress training will be the emphasis during the spring semester.

In the evaluating the success of the class Mrs. Lambert said

I can see great improvement in working more efficiently, much improvement in following directions, and more thought to the future. I am concerned about the junior girls being able to find transportation for summer jobs as they all live in rural areas.

Onaga, Kansas (Population 838)

Vivian Martindale experimented with an eight-week unit on child care with a wage-earning objective for the Senior Homemaking class.

The program was introduced to the school and the community through conferences with the principal, the school and local papers, a letter to the parents of each pupil, and through a local advisory board. The advisory board consisted of one pupil, the kindergarten teacher, and two mothers.

Six objectives were stated for the unit: (1) to understand children and develop a warm relationship with them; (2) to assist with activities of children suitable to the child's age level; (3) to become acquainted with suitable surroundings and equipment needed in child care centers; (4) to gain practical experience in the supervision of children in routine care; (5) to investigate sources for securing wage-earning occupations and how to apply for employment; and (6) to apply knowledge and skills learned in and out-of-school project for wage-earning opportunity.³ With those objectives in mind, Mrs. Martindale developed the following list of learning experiences and related work experiences for the unit:

<u>LEARNING EXPERIENCES</u>	<u>RELATED WORK EXPERIENCE IN THE COMMUNITY</u>
Attitude and Knowledge Inventory	Survey high school graduates last 2 years. Survey high school girls now for their work experiences.
Observation of children in groups for examples of behavior patterns.	Observation of children in class-room. Observation of children in kindergarten.
Plan a check list or diary for observation.	(Use rotation system--observe 1 day, 1 day evaluation and study.)
Assist with children in their daily routine.	Assist teacher in kindergarten.
Use resource student who does regular baby-sitting for child's routine	Assist with care of children in home. Visit homes, if possible.
Use resource mother who cares for children in her home.	Organize a nursery for children during church service.
Role-play the schedule for day care of children.	Assist and work in church nursery.

LEARNING EXPERIENCESRELATED WORK EXPERIENCE
IN THE COMMUNITY

Field trip for equipment needed for child care.

Observe kindergarten.

Discuss rearrangement of Home-making department for child care or of home for child care.

Visit home where mother cares for children.

Plan rearrangement of Homemaking department.

Figure low-cost equipment essential for day care of children.

Demonstrate the guidance of children: daily care, routine, play activities, story telling, etc.

Story telling hour at library.

Teach Sunday school class or assist.

Organize groups to report on guidance for different age groups.

Work experience in church nursery.

Guidance at home with brothers and sisters.

Field trip to day-care center, if possible.

Four weeks of work experience at either the kindergarten or in the home took the place of the first semester's home experience. The weekly log, an adaptation of Fleck's "Student Log,"¹⁴ and the observation sheet for study of a child's characteristics provided direction for pupil study and activity. Both forms follow.

WEEKLY LOG

Student _____ Week Ending _____

I participated in the following activities: (not classes)

These were the three experiences that were most successful, happy, unsuccessful, new, or different with my Child-Care Unit:

- 1st Experience
- 2nd Experience
- 3rd Experience

I did the following reading this week: (in relation to this Unit)

Here are some attitudes, ideas, or views from my reading with which I agree:

Here are some ideas, attitudes, or views from my reading with which I disagree:

Here are some problems, topics, or questions which I need more time to think about or on which I need help:

I feel I made progress in:

A method or technique I tried with children this week was:

This is a brief explanation of my success with this method or technique:

If I used this method again, I would make the following changes:

This week I felt good about my:

OBSERVATION SHEET FOR STUDY OF A CHILD'S CHARACTERISTICS

Child_____Age_____Situation_____Observer_____

Directions: Choose 2 of the 4 characteristics listed below and cite evidences in one child of your observation. Following your observation, apply this learning to probable situations found at the end of this sheet.

CHARACTERISTICSEVIDENCESSocial Behavior

Polite
Participates
Shows leadership
Responds to others
Others:

Work Habits

Finishes work
Follows directions
Keeps busy
Neat work
Others:

Creative Activity

Uses own ideas
Muscular coordination
Definite purpose
Shows imagination
Others:

Attitude

Shows interest
Listens to stories
Talks clearly
Asks questions
Eager to learn
Others:

Conclusion: From the above study draw your own implication for yourself if:

1. You were assisting with this child's care.
2. You were caring for this child alone.
3. You were caring for this child in your home.
4. You were caring for this child along with several others.

The unit proved to be of greater interest than the girls had anticipated. Mrs. Martindale reported that time passed more quickly, the girls had a greater opportunity to be creative in dealing with children's play activities, the girls made new friends among the little people they observed or worked with, and the girls thought the experience invaluable for them in the future. The children in the kindergarten missed the girls who had been assisting there. The class suggested several changes for the unit. These included:

The unit be offered at tenth grade because their survey showed child care as the first ranking job held by high school girls and the fourth ranking job held by graduates working part time (it was not listed in the jobs held by those graduates working full time).

Exchange of responsibilities between the girls assisting at the kindergarten and those caring for children in the home so each girl could have both kinds of experience.

Hoxie, Kansas (Population 1,282)

Barbara Deane, Home Economics teacher at Sheridan Community High School, is one of the few Kansas teachers who has been working with a wage-earning program for the second year. Last year's class had been so enthusiastic about their experience that the class this year asked if they could do wage-earning before Mrs. Deane had a chance to suggest it.

Clothing and textiles is the first area of understanding and skills studied because the pupils know several local seamstresses who make a living sewing for others. Some of the experiences incorporated into the program are remodeling clothing, combining patterns, and making garments for children. Because the pupils believed that certain ready-made doll clothes were too expensive, they felt that they might earn money selling them. Doll clothes were made and included in a toy basket given to a family for Christmas by the F.H.A. Mrs. Dean plans to use one of the seamstresses as a resource person to help the pupils price garments and to answer their questions about her occupation.

Wichita, Kansas (Population 247,557)

Last summer Majel Nighswonger, one of the Home Economics teachers at Wichita High School West, developed a Temporary Guide for Food Service As a Career⁵ under the cooperative direction of Miss Joyce Terrass, Director of Home Economics and Family Life Education, and the Home Economics Education faculty at Kansas State University. The curriculum was planned for a one-year course at the senior high school level to meet an urgent demand for food service workers in metropolitan Wichita. The program is now being taught by Mrs. Nighswonger and evaluation will be made at the end of the school year.

Winfield, Kansas (Population 10,522)

Thelma Biesemier developed a one-year course in clothing related to wage earning for a Kansas area technical-vocational school in partial fulfillment of the requirement for the Master of Science degree at Kansas State University.⁶ Five objectives were stated: (1) to become increasingly aware of opportunities existing in the world of work related to clothing; (2) to gain skills that will be marketable in the area of clothing construction, alteration and repair; (3) to develop an awareness of the importance of personal traits as a prerequisite to success in employment; (4) to see relationship between classroom learnings and on-the-job experiences; and (5) to transfer classroom learnings to wage-earning experiences. This course, based upon a survey of needs for the specific locality, was planned to include the following units:

<u>Unit Title</u>	<u>Time in Weeks</u>
The World of Work	1
You Meet Your Employer	2
Your Employer Meets You	2
Sewing for Others	6
Personalizing Garments through Alteration	6
Management Skills for the Seamstress	2
Making Accessory Items for Pay	2
Clothing Maintenance	3
Sewing for Tots	3
Entering the Business World	8
Taking Stock	1

Mrs. Biesemier has indicated that an adaptation of the planned course will be taught during the spring semester of 1965. The class, meeting from 6:55 to 7:50 a.m., will be open to seniors, graduates of last year and the year before, and pupils who have left school prior to graduation. This time arrangement will provide an opportunity for work experience during the late afternoon hours. Approximately forty girls are expected to enroll. Details of the course are not available at the time of this writing.

A number of other Kansas teachers plan to implement a wage-earning emphases in their Home Economics programs during the remainder of the year.

It is quite apparent that Kansas teachers are heeding the words of the columnist, Ruth Millett, who advised parents and teachers to tell the girl who confidently announces her intention of being a full-time homemaker after marriage:

Fine, if it works out that way for you.

But, it's 9 to 1 that you'll spend at least 25 years working for a pay check.

So, while you are thinking about marriage you had better be thinking about how you want to earn that pay check.⁷

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6. Biesemier, Thelma M. "A Home Economics Curriculum Study in the Field of Clothing for an Area Vocational-Technical School in Kansas." Unpublished Master's thesis, Kansas State University, 1965.
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PILOT PROGRAM IN PREPARATION FOR EMPLOYMENT IN THE HOME
ECONOMICS PROGRAM--ITHACA HIGH SCHOOL

* * * * *

*		*
*	Ethelwyne Cornelius, Supervisor of Home Economics	*
*	Education, Ithaca Public Schools, Ithaca, New York.	*
*		*
*	Jean Snyder, home economics teacher at Ithaca	*
*	High School, Ithaca, New York.	*
*		*
*	* * * * *	*

Concern for terminal pupils in our Home Economics classes led to considerable thought concerning possibilities of employment courses. Studies of the Home Economics Employment program developed by the Home Economics Education Bureau of New York State in 1963-64 indicated that possibilities for employment training in the Ithaca community were excellent.

First step

Pertinent information was collected regarding the needs of Ithaca terminal students.

Conferences with administrators, guidance personnel, attendance officer, examination of pupil records to determine:

- Number of pupils who do not continue formal education after high school graduation.
- Number of pupils who drop out of school.
- Kinds of employment entered by these pupils.
- Types of entry-level jobs now available, and projected needs for future.
- Numbers employed in the community, and frequency of turnover.
- Possible resources in the community for work experiences, for advice, for job analysis.

Study of the areas of training for employment related to Home Economics.

The areas developed in the State Home Economics Employment Program include:

- Child care services
- Clothing services
- Food services
- Home furnishings and decoration services
- Home and institutional services

As a result of the community surveys, it was decided to develop a program based on training in foods and nutrition, to include a one-period class plus work experiences. The name given to this program was Home Economics Employment Preparation in Food Service.

Next Step

Through cooperation and sponsorship of the New York State Home Economics Bureau, a pilot program was developed, and started in September 1964. It is the hope that the continuing evaluation of this program will provide direction and help for other similar programs in New York State.

Evaluation of program after two months by Mrs. Jean Snyder, teacher

Excellent cooperation and high interest from parents, and community employers has been evidenced in the teacher's personal conferences with people. Every parent has provided transportation to and from jobs. Besides showing willingness to cooperate, the employers have indicated this program will be of benefit to them in providing needed trained workers.

Pupils in the course show an increasing eagerness to work at each available job. Pupil participation in class discussions, practice sessions, and skill training is very high.

The following plan is included in an attempt to aid teachers and coordinators at the beginning stages of planning employment education programs.

PROPOSED PLAN FOR PILOT PROGRAM IN WAGE EARNING
at
ITHACA SENIOR HIGH SCHOOL

I. Purpose of Program

Identify some effective procedures and practices for the development, teaching and administration of a course in preparation for employment, including supervised work experience.

1. Determine the educational background, practical experience, and personal qualities helpful for the person teaching the course and supervising the work experience.
2. Locate types of places pupils can have work experience in the food service area within state employment laws and with liability protection.
3. Define effective methods and materials and means of evaluation for teaching the employment course and supervising the work experience in the food service area.
4. Identify needed space and equipment to teach the course and provide for experiences in the food service area.
5. Identify some ways of helping pupils derive pride and satisfaction in performing entry-level jobs.

II. Procedures to Follow

1. Pupil enrollment--select girls on following basis: age 16 years or over from grades 11 and 12; having completed two or more units of homemaking, including Homemaking I and 10; with approval of Supervisor of Home Economics. Class size is limited to 16.
2. Teacher selection--use teacher with following qualifications--successful teaching experience in the foods area with pupils in grades 11 and 12; some practical experience in the foods area; personal qualities which enable her to work well with youth and adults.
3. School facilities to be used--foods laboratory, living-dining room, laundry, and workshop area in senior high school; home economics office for teacher planning, record storing and pupil counseling. Share department texts and reference books, laundry services, office supplies, some food staples and cleaning supplies.

4. Program structure--follow plan 3 as outlined in Home Economics 13--Preparation for Employment. Development of competencies to be in food service only. Work experience will be integrated with course work in Concepts I and II. The course will be taught daily in a 49-minute period for 40 weeks. Pupils will be scheduled for required subjects in the morning and be free to participate in work experiences in the afternoon. One unit of regents credit will be given to pupils who successfully complete the course. Some local credit will be given for work experience.
5. Pre-planning activities--employ the teacher for two weeks during summer to work with guidance in scheduling pupils, to gather background information, to interpret program to parents, to locate possible places of employment, to develop materials for the course, to organize an advisory committee.

III. Anticipated Outcomes

1. Awareness of types of Home Economics learnings and pupil qualifications needed for success in Home Economics 13.
2. Implications for pre-service and in-service training for teachers for employment preparation program.
3. General procedures and practices for developing teaching and administering Home Economics 13 with supervised work experiences which may be adaptable to other local situations.

IV. Supervision of Program

Supervisor of Home Economics will devote one class period daily to supervision and guidance of activities related to the pilot program.

V. Agreement Between Ithaca and State Education Department

This project is planned for the 1964-1965 school year, and extension could be considered. Either Ithaca Public Schools or the Bureau of Home Economics Education may withdraw if conditions make it seem wise. Federal monies from the George Barden Fund will be used to reimburse Ithaca Public Schools 100 percent of the salary of a part-time Home Economics teacher together with other costs.

The Illinois Teacher of Home Economics has had a number of requests for employment-education course outlines which might be adapted to other teaching situations. The following course of study, "Preparation for Employment in Food Service" has been prepared by members of the Home Economics Department, Ithaca High School, Ithaca, New York, for use in their program.

COURSE OF STUDY

HOME ECONOMICS 13

PREPARATION FOR EMPLOYMENT IN FOOD SERVICE

HOME ECONOMICS DEPARTMENT
ITHACA HIGH SCHOOL
ITHACA, NEW YORK
1964-65

CONCEPT I--MANAGEMENT FOR EFFECTIVE LIVING AT HOME AND ON THE JOB

- Behavioral Goals
- Understands the importance of management at home and on the job.
 - Is able to identify resources available for use in management situations.
 - Knows the steps to effective management of resources.

Generalization I Management tends to become a part of everyday living at home and on the job when its values are recognized.

Sub Concept A The Management Picture

Learnings	Experiences	Resources
<p>1. Importance of management at home and on the job:</p> <p>a. Values of the family or class</p> <ol style="list-style-type: none"> 1. Provides achievement for needs with maximum efficiency. 2. Encourages sharing of responsibility 3. Provides for balance of activity <p>b. Values to the individual</p> <ol style="list-style-type: none"> 1. Provides for achievement of end goals. 2. Leads to satisfaction in achievements. 3. Permits a view of total job to be done. <p>c. Values to employer</p> <ol style="list-style-type: none"> 1. Leads to increased productivity. 2. Creates an efficient environment. 3. Avoids misuse of resources. 	<p>Organization experiences to develop a feeling for the management process, a check on basic skills of students, motivation of students in fields of food service work such as:</p> <ol style="list-style-type: none"> a. Design and develop a work uniform for class members. b. Plan, prepare simple food items to sell to school personnel, drop cookies, fruit nut breads, other special items. <p>The first one or two projects will be planned and executed without specific reference to management values, other than normal classroom planning. Upon completion of the projects, the evaluation will relate specifically to the management used, the values and satisfactions derived.</p> <p>Throughout these organizational experiences, the students will be encouraged to develop simple to more complex generalizations, such as:</p> <p>"I prepared a better, more saleable product when I understood and followed directions."</p> <p>"Time and effort were saved when I planned ahead."</p> <p>"Management is the way someone uses what she has to get what she needs, wants or desires."</p>	<p>Food Labs Cookbooks Recipes Bulletin Boards</p>

Generalization 2 --Knowledge of resources available tends to help individuals plan for the achievement of goals.

<p>2. Management of resources</p> <ol style="list-style-type: none"> a. Types of resources b. Steps in effective management <ol style="list-style-type: none"> 1. Make a plan 2. Carry out a plan 3. Evaluate a plan 	<p>Later food preparation projects will be planned in terms of:</p> <p>Identification of goals</p> <p>Available resources and plan for their use</p> <p>Evaluation</p> <p>Each project will be based on previous experiences and learnings.</p>	<p>Management Evaluation Sheets</p> <p>Bulletins on Management</p>
--	---	--

Learnings	Experiences	Resources
<ol style="list-style-type: none">Meal Planning Principles Related to:<ol style="list-style-type: none">Nutritional NeedsLikes and dislikes of individualsCostSkill of the cookTime for preparationVariety in color, flavor, shape, temperature, texture.Developing the meal work plan.<ol style="list-style-type: none">Decide serving timeList jobs to be doneDetermine preparation timePlan sequence of jobsFollow good work procedures, proper use of equipmentPlan sequence of tasks for cleaningRecord keeping, cost analysis.Practices in evaluating procedures used.<ol style="list-style-type: none">Assess results of effortsDetermine ways to improveExperiment with shortcuts	<p>Review Meal Planning Principles, plan series of luncheons-simple to more complex-the first might be served to class members-others would be served to faculty members in the home economics dining area. Some would be served to women, others to men, some to both.</p> <p>Class would plan, purchase and prepare foods, serve, clean-up, keep cost records, advertise the projects.</p> <p>Class verbalize with series of generalizations leading to generalization #3 to prove they understand and can apply the principles learned.</p> <p>Students repeat selected food service projects for purpose of improving, experimenting with shortcuts, new ideas.</p> <p>Through class discussions and/or individual conferences, analyze the individual work experiences of students. Determine and experiment with ways of improving.</p>	<p>Filmstrip--"Meal Planning" General Foods</p> <p>Variety of Textbooks on foods</p>

CONCEPT II - MANAGEMENT FOR FOODS SERVICE WORK

Behavioral Goals -

- Knows employment opportunities in food services.
- Exhibits skills necessary for employment in one or more jobs identified.
- Understands responsibilities of the job, the skills required to do the job, the techniques and equipment used in carrying out the job.

Generalization -

When one develops skills suitable to the type of occupation chosen, employment tends to be satisfying and rewarding.

Learnings	Experiences	Resources
<ol style="list-style-type: none"> 1. The importance of a waitress in a successful foods establishment 2. The successful waitress: <ol style="list-style-type: none"> a. personality-courteous, hospitable manner, friendly but not flip b. appearance-well-groomed and neat, not flamboyant- c. health-cleanliness-posture-not overweight. d. efficient techniques of serving. 3. Knowledges required of a bus boy or girl-assistant to waitress or waiter. <ol style="list-style-type: none"> a. how to handle dishes, glasses and silver correctly. b. how to remove soiled dishes from dining table. c. how to stack a tray-on serving table and at dining table. d. how to carry a large tray e. how to prepare station for service f. how to prepare table or counter for service g. other duties 4. Knowledges required of a waitress <ol style="list-style-type: none"> a. How to place the table linen b. How to set a standard cover c. How to arrange accessories d. How to follow the order of service 5. Knowledges required for Counter Service <ol style="list-style-type: none"> a. How to prepare for service b. How to serve 6. Types of Table Service <ol style="list-style-type: none"> a. "Holiday" or English b. Formal or Russian c. Compromise d. Family style. 	<p>See film "Company's Coming"; discuss importance of waitress as key person in customer satisfaction.</p> <p>Debate--"Who is more important-the waitress or the cook?"</p> <p>Speaker--former Duncan Hines Restaurant Inspector--"Impressions of a restaurant's quality as shown by its dining room personnel."</p> <p>Class discuss experiences with good and poor waitresses, perhaps interview adults to find out what diners like and dislike in a waitress.</p> <p>Class discuss and analyze job descriptions for bus girl and waitress, sometimes job are combined.</p> <p>Review types of table service--identify types of service used at local restaurants-girls-Use overhead projector to show various table settings-girls identify type of service as indicated by table setting.</p>	<p>16 mm sd 12 min. Film Library Supervisor N.Y.S. Dept. of Health 84 Holland Aven. Albany 8, New York</p> <p>Resource person</p> <p>"Food Service-for restaurants, coffee shop, hotel, cafeteria, home." by Helen Livingstone, McKnight & McKnight Publishing Co., Bloomington, Ill. c1950</p> <p>Job descriptions-- Cornell University Personnel Office "Job Guide for Young Workers" 1963-64 edition U.S. Dept. of Labor Supt. of Documents, Washington 25, D.C., 45¢</p> <p>*"Mealtime" Oerke Bennett pp. 297-316 c1960</p>

Learnings	Experiences	Resources
<p>7. Characteristics of a well-set</p> <p>a. Suitability of table appointments for meal served--</p> <ol style="list-style-type: none"> 1) Table coverings 2) China-earthenware-pottery 3) Glassware-crystal 4) Silver-plate, sterling, stainless <p>8. Efficient procedures in table setting</p>	<p>Filmstrip--Melamine Council</p> <p>Pupils practice setting tables for various menus, using variety of service.</p> <p>Demonstration of arranging suitable centerpieces using flowers, fruits, vegetables, candles, figurines for various types of service--informal luncheon, formal dinner, buffet.</p> <p>(Pupils will be responsible for table setting, including centerpiece, and service during luncheon projects.)</p> <p>Display a variety of table appointments; pupils make harmonious choices for informal and formal meals. Class prepare showcase exhibit of table settings for various menus. Emphasize that "gracious dining" may not be carried out in homes due to lack of time, but homes serving company meals and hiring girls to assist, and better restaurants specialize in this kind of table setting and service.</p> <p>Class identify various pieces of silver, their uses and correct placement.</p> <p>Class members do research projects on various types of dinnerware, cost, care and appropriateness for specific meals.</p> <p>Class watch a pupil set the table, analyze the steps she took and suggest changes that would be more efficient--use of tray especially important.</p> <p>Pupils start file of decorative ideas that might be used in table setting.</p> <p>Class visit a home to view a formal dinner set-up. Discuss menu and service with hostess.</p>	<p>"Family Meals & Hospitality" by Lewis Peckham & Hovey, Macmillan c1960</p> <p>*"Your Foods Book" by Harris & Withers, pp. 154-163 Heath-1964</p> <p>"Experiences with Foods" by Pollard, Ginn & Co. c1956 pp. 312-326.</p> <p>Cornell--"Family Meal Service"</p>

Resource person

Learnings	Experiences	Resources
<p>9. Techniques of table service</p> <ol style="list-style-type: none"> Taking an order--may vary in different establishments. General method of service <ol style="list-style-type: none"> all foods served from left with left hand. beverage served from right with right hand. Special considerations <ol style="list-style-type: none"> meat at lower left of plate cup handle to right point of pie toward person design on china in proper position Correct procedures for lifting and carrying. Proper loading & stacking of tray to reduce breakage, make work easier. <p>10. Advantages and disadvantages of waitressing</p>	<p>Class view film "Serving Food"-Orientation of a new waitress. An experienced waitress talks to class about how to take an order, ways to remember orders. Pupils practice serving and removing dishes until use correct side and correct hand is almost automatic.</p> <p>Class view filmstrip on Body Mechanics. Physical Education teacher demonstrate correct way to lift and carry based on understanding of body mechanism. View film "How to Avoid Muscle Strain" and/or "You Can Handle it".</p> <p>Pupils practice loading and carrying trays.</p> <p>Pupils will be responsible for table service during luncheon projects. *Opportunities will be provided for pupils to have work experience as waitresses for special functions at Cornell, Ithaca College, N.Y.S. Electric & Gas Corporation and possibly community banquets and dinners. Pupils investigate various types of waitressing jobs--hours, pay scale, benefits. Analyze own interest in and abilities for this type of employment.</p>	<p>16 mm sd 11 min. N.Y.S. Dept. of Health</p> <p>Filmstrip Resource person</p> <p>16 mm sd 15 min. N.Y.S. Dept. of Health NSC-162 10 min. 16 mm Association Films 347 Madison Avenue N.Y. 17, N.Y. \$11 per week rental "Thoughts for Waiting Tables" Saga Food Service 1963 p. 16-20</p>

Learnings	Experiences	Resources
<ol style="list-style-type: none"> 1. The Successful Cafeteria Employee <ol style="list-style-type: none"> a. Personality factors b. Ability to get along with co-workers c. Physical factors--health certificate, immunizations, cleanliness and good grooming. d. Temperament to do repetitious work without sacrificing standards 2. Responsibilities, skills and techniques required for various jobs in cafeteria type food service-counter girl, salad girl, dish washer <ol style="list-style-type: none"> a. importance of good sanitary practices b. management skills necessary for quantity cookery c. use and care of institution size equipment d. principles of nutrition and menu planning with adaptation to a particular clientele-high school, college 3. Organization of Commercial Food Service Companies, opportunities for advancement 	<p>Review and compare the characteristics of cafeteria workers with other types of food service workers studied previously.</p> <p>Speaker-Director of Ithaca Public Schools Cafeteria "What to Look for in Cafeteria Workers"</p> <p>Field trips to Ithaca College, Cornell, N.Y.S. Electric & Gas to observe cafeteria programs, work station set ups and types of service.</p> <p>Speaker-I.H.S. Cafeteria Manager to explain set-up of HS cafeteria program, kitchen and serving set-up.</p> <p>Pupils observe cafeteria workers to explain set-up management techniques and procedures-discuss observations in terms of time and energy saving procedures.</p> <p>*Pupils may have opportunity for work experience in high school, Ithaca College, Cornell, and hospital cafeterias.</p> <p>Compare work center organization in a home kitchen with an institution kitchen.</p> <p>See film--"Dishwashing dividends"</p> <p>Speaker--Saga Food Service--The Development and Organization of a Commercial Food Service for college dining.</p>	<p>Resource Person</p> <p>Field trip Report Form</p> <p>Resource Person</p> <p>Observation forms</p> <p>16 mm sd 19 min. N.Y.S. Dept. of Health Resource person</p>
<ol style="list-style-type: none"> 1. The successful hospital and/or nursing home food service employee <ol style="list-style-type: none"> a. personality factors b. physical factors-health, cleanliness, and grooming c. skills in getting along with fellow employees d. the food service worker as a member of the hospital team e. attitudes toward work 	<p>See and discuss film "The Patient is a Person." Pupils relate familiar experiences as a patient, bringing out ways a foods worker could contribute to patients well-being.</p> <p>Class compare qualities of a hospital worker with other food service workers.</p> <p>View and discuss film "Hospital Food Service Personnel-Training: The Individual" comparing similarity of good food handling in any food establishment.</p>	<p>Film Library Supervisor N.Y.S. Dept. of Health 16 mm sd, color 84 Holland Avenue Albany 8, New York</p> <p>16 mm sd 13 min. N.Y.S. Dept. of Health (see above)</p>

Learnings	Experiences	Resources
<p>f. proper food handling techniques</p> <p>2. Types of food service in hospital</p> <ol style="list-style-type: none"> cafeteria patient tray service snack bar special diet kitchen <p>3. Useful practices for food service in hospital nursing homes</p> <ol style="list-style-type: none"> ways of meeting needs of patients proper handling of food and equipment sanitation procedures kinds of equipment used in food service in hospital <p>4. Classifications of diets for the ill and convalescent</p> <ol style="list-style-type: none"> liquid semi soft soft general or house 	<p>Speaker-a hospital volunteer such as candy stripper relate experiences, satisfactions and duties. Class visit hospital to observe the types of food service and to learn about special problems of the hospital dietitian, requirements of hospital employees</p> <p>*Opportunity for pupils to acquire work experience in various types of hospital food service will be available.</p> <p>View and discuss film: "Hospital Food Service Personnel-Training: The Individual"</p> <p>Demonstrate making attractive arrangements of trays for the sick, emphasizing the psychological importance of attractive and appetizing meals.</p> <p>Prepare an exhibit of utensils and equipment to facilitate ease of eating and ways to increase comfort of patient while eating.</p> <p>Plan menus for various classifications, prepare foods that are commonly served under various diets if pupils have not previously prepared them.</p> <p>Discuss special diets, and how to adopt regular menus-constipation, low-sodium, anemia, low-roughage.</p>	<p>Resource person, Dietician</p> <p>16 mm sd 13 min. N.Y.S. Dept. of Health</p> <p>16 mm sd 13 min. N.Y.S. Department of Health</p> <p>"Family Health: by Williams pp. 377-379, J.P. Lippincott Co. c1953</p> <p>"Your Foods Book" by Harris and Withers, pp. 329-344 Heath c1964</p> <p>"Family Needs and Hospitality" by Lewis Peckham & Hovey, Macmillan c 1960</p> <p>Feeding the Convalescent</p> <p>"Mealtime" by Oerke, Bennett pp. 550-553 c 1960</p>
<p>1. The successful caterer</p> <ol style="list-style-type: none"> personality-ability to work under pressure physical-cleanliness responsible to family if working in a private home-- respect for family privacy. 	<p>Speaker--"Why and How I Became the Cake Lady"</p> <p>Discuss reasons why this type of speciality food service is in demand.</p> <p>Investigate availability and prices of speciality items at bakeries, carry-outs, delicatessans</p>	<p>"Cake Lady"</p> <p>Home Industry pamphlets N.Y.S. Dept. of Commerce, Albany, N.Y.</p>

Learnings	Experiences	Resources
<p>d. skills to prepare, wrap & store specialty foods of high quality</p> <p>e. garnish and arrange foods attractively</p> <p>f. care and use of home equipment</p> <p>g. organization ability to plan, prepare so that foods are ready on time and at proper temperature</p> <p>h. use and care of home equipment</p> <p>i. clean-up procedures, care of left-over food, sanitary and careful dish washing, orderliness in kitchen.</p> <p>j. keeping records, accounts, figure profit.</p>	<p>Plan, prepare and sell several specialty items for sale to school personnel, homemakers. Pupils would be responsible for publicity, buying supplies, figuring food costs and profit, keeping records, preparing wrapping, storing and delivering food items.</p> <p>Pupils develop a recipe file for party and specialty items; try out recipes at home or in class to insure quality.</p> <p>Speaker--"How I Got Into the Home Catering Business As a High School Student."</p> <p>Class Members, possibly by pairs, go into selected homes to assist with preparation and serving for various types of entertaining.</p>	<p>"Publicity Handbook-A Guide for Publicity Chairman" Consumer Information Service, the Sperry and Hutchinson Company 4242 West 42nd Place, Chicago, Ill. High School Art Teacher Magazines, Cookbooks</p> <p>Resource person</p> <p>Home makers</p>

CONCEPT III - ADJUSTMENT TO THE WORLD OF WORK

<p><u>Behavioral Goals:</u></p> <ul style="list-style-type: none">- Is able to identify factors which affect availability of employment.- Understands the value of work in a democratic society.- Recognizes the changing employment picture and the need for preparation for work.- Is aware of the increased contribution of women to the world of work.	<p><u>Generalization 1 -</u></p> <p>An appreciation of the world of work in a democratic society helps one to understand the vital contribution made by each worker.</p>
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Learnings	Experiences	Resources
<p>1. Relation of employment to society</p> <p>a. factors affecting job market</p> <p>b. national, state and local employment trends</p>	<p>Speaker-N.Y.S.-Employment office</p> <p>Study <u>Our World of Work</u> - Find more recent data to update information.</p>	<p>Resource person</p> <p>"Our World of Work," Science Research Association.</p>

Learnings	Experiences	Resources
<p>c. Implications of employment trends for workers</p> <ol style="list-style-type: none"> 1. increased amount of education needed 2. greater competition among workers 3. increased preparation needed for dual role <p>d. benefits to society through work by individuals</p> <p>e. benefits derived by individuals from working (included in woman's place in <u>World of Work</u>.)</p> <p>f. Individual responsibilities in preparation for employment</p> <ol style="list-style-type: none"> 1. developing wholesome attitudes toward work 2. obtaining education and training 3. developing personal values and goals in relation to 4. recognizing own skills, capabilities in relation to job opportunities. 5. practicing ethical behavior toward work 	<p>These responsibilities could be included in teacher-pupil planning, set-up goals for course-and would be reinforced in study of each type of job investigation.</p> <p>Read story--"Hanna for Hope" by Arthur Cavanaugh--discuss: 1) employment situation during depression and effect on family living 2) Hanna's attitude toward work 3) employer-employee team-employer and employee practices-then and at present.</p> <p>Discuss what is meant by ethical behavior, giving examples from many fields of work-going to school, teaching, various food service jobs.</p>	<p>McCalls, August, 1964</p>

Learnings	Experiences	Resources
<p>Relationship of Women to the World of Work</p> <p>a. Changes in society in regard to women working</p> <ol style="list-style-type: none"> 1. decreased emphasis on woman's role in the home. 2. technological advances which have reduced time required in maintaining home 3. increased desire by women for personal fulfillment. 4. pressure from labor market for more skilled workers. 5. increased recognition of abilities of women. <p>b. The women who work</p> <ol style="list-style-type: none"> 1. young, independent workers 2. career women 3. full-time homemakers 4. full-time homemakers with a full-time job 5. full-time homemakers with a part-time job <p>c. Factors influencing the married woman's decision to work</p> <ol style="list-style-type: none"> 1. age and needs of children 2. cost of working versus remuneration received 3. marketable skills 4. personal rewards 5. physical, mental and emotional health 6. other family responsibilities 7. personal and family values and changes throughout life cycle 	<p>Read and discuss <u>Woman's Work 1885</u>; list points which are similar and dissimilar today</p> <p>Pupils read and report on current articles about working women -</p> <p>Class list types of women who work- compare their needs, interests and values, discussing similarities and differences affecting their reasons for working, ability to work effectively, satisfactions and problems.</p> <p>Panel of working and nonworking homemakers discuss these factors.</p> <p>Pupils discuss their personal feelings about working mothers.</p> <p>Read and discuss facts and figures presented in "Working Wives"</p>	<p>"The Art of Being a Woman" by Dorothy Markinko. Practical Forecast Teacher Edition of Co-Ed September 1963</p> <p>"Woman's Work 1885" What Can A Woman Do by Mrs. M.L. Rayne-</p> <p>"Our World of Work 1885"- Science Research Associates</p> <p>"Womanpower" - National Manpower Council. 1957 Columbia University</p> <p>"Working Women...Who Are They" Institute of Life Insurance-Women's Division.</p> <p>Can Working Wives Make it Pay? by Charlotte Montgomery, <u>Better Homes & Gardens</u>, November, 1957</p> <p>Working Wives: A roundup of Facts & Implications for Family Finance Educators <u>Topics</u> Volume 13 #2, Spring 1964 Institute of Life Insurance</p>

Learnings	Experiences	Resources
<p>8. availability of family member and/or others to share home responsibilities.</p> <p>d. Situations requiring management by the single worker</p> <ol style="list-style-type: none"> 1. place to live 2. adapting to new community 3. maintaining good health 4. making new friends 5. improving self 6. developing a financial plan <p>e. Situations requiring management by married woman worker.</p> <ol style="list-style-type: none"> 1. maintaining the home 2. providing special and regular activities for all family members. 3. marketing and preparing meals 4. providing for care of children 5. planning specific time to be with children 6. planning time for self-improvement and relaxation 	<p>View filmstrip--"Marriage and Money"</p> <p>Class list management situations facing single girl--in small groups discuss each situation, develop areas of learning which might be included in class such as:</p> <ol style="list-style-type: none"> 1. Place to live--investigate situation in Ithaca community--study newspaper ads to get idea of availability and cost--visit Women's Community Building. <p>Pupils follow steps in management application in giving examples of ways problems might be solved.</p> <p>List ways homemakers might meet these problems through better management practices, extra help from family, part-time employees--relate needs to changing work picture--perhaps learn more about programs such as Homemaker's Service.</p>	<p>Working Women--Home Economics Leaflet #10--by Ruth Thomas, N.Y.S. College of Home Economics--Cornell University, Ithaca, N.Y.</p> <p>1962 Handbook on Women Workers U.S. Department of Labor</p> <p>Education Division 35mm</p> <p>Institute of Life Insurance, 488 Madison Avenue, N.Y. 22</p> <p>"Child Care--Arrangements of Full-time Children's Bureau #378 - 1959 U.S. Dept. of Health, Education and Welfare Department of Documents, Washington 25, D.C. 15¢</p> <p>"Children of Working Mothers" Children's Bureau #382 - 1960 Superintendent of Documents Washington 25, D.C. 20¢</p>

Behavioral Goals - - Knows where to seek information regarding jobs.

- - Is aware of the many elements which influence the employment situation.

Generalization 3 - When employers and employees recognize the contributions each can make to the job, mutual satisfaction and effective job performance tend to result.

Learnings	Experiences	Resources
<p>1. The Employment Picture</p> <p>a. Essential elements of employment:-qualifications for food service jobs.</p> <p>2. Laws and Regulations Related to Employment.</p> <p>a. Regulations for employment of minors; working papers types of employment permitted ; work hours</p> <p>b. Unemployment insurance and workmen's compensation</p> <p>c. Social Security</p> <p>1. history-purposes</p> <p>2. coverage-benefits</p> <p>3. eligibility-contributions</p> <p>4. where to get information</p> <p>3. Fringe Benefits of Employment</p> <p>a. Pension-bonus plans</p> <p>b. Profit sharing</p> <p>c. Vacations</p> <p>d. Insurance</p> <p>e. Employee organization</p>	<p>Class review, evaluate their food service work experience in relation to job qualifications.</p> <p>Pupils study and discuss pamphlet-Teen-agers under 18 need working papers. Examine working papers-discuss reasons behind the regulations.</p> <p>Pupils look up laws concerning food service jobs in which they might be interested.</p> <p>Speaker--from N.Y.S. Employment Service to explain provisions of unemployment insurance workmen's compensation.</p> <p>See film--"They Need to Know"</p> <p>Flannel Board Presentation of the Social Security Program based on Forecast article</p> <p>Pupils interview workers to find out what fringe benefits may be offered. Relative advantages, list as many as possible and discuss so each is understood, consider advantages and importance of each.</p> <p>Emphasize these should not be first concern of employee when being interviewed.</p>	<p>"Teen-agers Under 18 Need working papers for summer jobs" N.Y.S. Dept. of Labor</p> <p>An abstract of Laws governing the Employment of Minors in N.Y.S., Dept. of Labor, Division of Labor Standards 80 Centre St., New York 13</p> <p>14 min. 16 mm sd Cornell University, free</p> <p>"Social Security and Family Security" Forecast for Home Economics, March 1961</p> <p>Personal Finance by Donaldson and Pfohl</p>

SUB CONCEPT B - SHARING IN THE WORLD OF WORK

Behavioral Goals - - Is aware of the many factors influencing the choice of a job.

- Recognizes the importance of personal attitudes, behavior and appearance in the world of work.

- Begins to exhibit some judgment as when or when not to work throughout the life cycle.

- Is able to analyze personal qualities in relation to work.

Generalization 4 - When employers and employees recognize the contribution each can make to the job, mutual satisfaction and effective job performance tend to result.

Learnings	Experiences	Resources
<ol style="list-style-type: none"> 1. Factors affecting choice of job <ol style="list-style-type: none"> a. Job preference b. Job availability c. Requirements of job d. Special job requirements e. Distance to travel to job f. Cost of living in job community g. Particular occupational hazards h. Opportunities for advancement 2. Employer-employee team <ol style="list-style-type: none"> a. Employer practices affecting employee b. Benefits derived by individual from working 3. The successful employee <ol style="list-style-type: none"> a. Personality factors important in getting and keeping a job <ol style="list-style-type: none"> 1. character traits 2. skills in getting along with others 	<p>These factors would be considered during or at the conclusion of each job investigation.</p> <p>Near end of term girls would submit a written report of the type of job which most appeals to her, including considerations as listed here.</p> <p>Speaker-former Home Economics student who moved to Florida then returned home to explain reasons and considerations in making the move and the return. Girls discuss her values in life affected her decisions. Each girl should think about her own values and consideration in making a similar decision.</p> <p>Class discuss what is meant by personality. Then list desirable personality traits which they admire in their friends, also list traits which employers might desire in employees, compare similarities and relative importance of traits in both categories.</p>	<p>Resource person</p> <p>"About You" by Cosgrove and Josey Your Personality and Your Job--Science Research Assoc, Inc., 57 W. Grand, Chicago 10, Illinois</p>

Learnings	Experiences	Resources
<p>3. attitudes toward work</p> <p>b. Physical factors in getting and keeping a job</p> <ol style="list-style-type: none"> 1. personal appearance and grooming 2. general health conditions <p>c. Personal employability</p> <ol style="list-style-type: none"> 1. Self-analysis of qualifications for work- personal assets and liabilities 2. plan of action for self-improvement 	<p>Either develop a personality, appearance and attitude rating scale or use one already constructed. Girls rate selves and each other, teacher rate each also--as an employee. Girls analyze their rating plan which could be improved, discuss with teacher in private conference.</p> <p>View film "Good Looks"--discuss general and cleanliness schedules.</p> <p>Any pupil having special grooming problems consult with teacher for individual help.</p> <p>Pupils check their school attendance record, analyze from the viewpoint of an employer, consider validity of excuses, and consider ways to improve record through habits or better health and medical care.</p>	<p>20 min. color sd Association Films</p> <p>School Doctor and/or Nurse--health problems.</p>
<p>4. Guides in Applying for a Job.</p> <p>a. Preparation of personal resume folder</p>	<p>Discuss contents of personal resume, Look at sample resumes from Business Education Department.</p> <p>Pupils fill in check list of what to do and what not to do when applying for a job, requesting a recommendation, having an interview, check results and discuss items showing misunderstandings or misconceptions.</p>	<p>Resource person - Posture-exercise</p>
<p>b. Letters of application</p> <p>c. Application forms</p> <p>d. Methods of obtaining recommendations</p> <p>e. Use of telephone in applying for a job</p> <p>f. Successful personal interviews</p> <ol style="list-style-type: none"> 1. be punctual 2. dress appropriately 3. be well groomed 4. respond in a clear, concise and interested manner 5. relax 	<p>English Teachers lecture and help pupils write a sample letter of application.</p> <p>Pupils fill in sample application blanks from local employers</p> <p>Pupils role play--requesting permission for recommendation, job interviews</p> <p>Speaker--Personnel Manager</p>	<p>Booklet "How to Get the Job" Science Research Associates, Inc., 57 Grand Avenue, Chicago 10, Illinois</p>
		<p>Sample resumes - B.E.</p>
		<p>Resource person "Putting Your Best Foot Forward"--What's new in Home Economics, May 1961</p>

WORK-STUDY HOME ECONOMICS PROGRAM AT AUBURN, MAINE

Marcia R. True and Helen Downs
Edward Little High School, Auburn, Maine

This report will help explain how the idea of education for wage earning in home economics is being interpreted at Edward Little High School. It may help to show what home economics teachers can do to take advantage of the opportunity to really use home economics knowledges and abilities to meet a great need and challenge. However, one thought is very important to keep in mind. The work-study program will have an individual identity and set of purposes in each community where it will appear. The basic development of the idea will be the same, although the method and approach will assume those characteristics which will meet the existing needs of each situation.

The origin of the program was in our realization that we were not fully preparing our students for their dual role in society. They needed an education which would help them maintain a proper balance between the two worlds--the world of the homemaker and the world of the wage earner. Therefore, we began to introduce a new dimension into our home economics classes; that is, we helped the girls become more aware of the nature of woman's role today with its dual aspects. Considerable emphasis in our program was given the homemaking role. We are now incorporating into our classes more of the realities of the world of work.

The students with whom we are concerned are those who have not been motivated or inspired to think beyond their surroundings, or to broaden their concepts of their own individuality and identity so that they could make greater contributions to their homes, families, and communities. We are primarily interested in showing these students the opportunities available in the world of work. We are also concerned with helping them develop skills and abilities which will enable them to become more readily employable. An awareness of the elements which are common to both homemaking and employment of women will help students relate educational experience to employment.

Realizing that the school alone could not accomplish our goals, we asked support and assistance of the business community. A work-study program to prepare students for home economics related occupations was developed.

As we outlined the work to be done, we kept the following four questions in mind:

1. What does the work-study program demand?
2. What is its purpose?
3. What should it accomplish?
4. How are the needs going to be met?

Answering these questions necessitated following certain procedures:

1. Go slowly.
2. Keep all persons concerned informed of progress.
3. Make sure the program meets the changing needs of the community.
4. Utilize community resources.
5. Be considerate of resource people.
6. Keep a clear concept of the purposes of the program.

In order to put our plan in operation the following list of steps were taken.

- I. Prepare proposed plan of work for 1963-64.
- II. Present plan to school board, Chamber of Commerce, and administrative personnel.
- III. Work with education committee of Chamber of Commerce.
- IV. Prepare student and employer evaluation sheets.
- V. Select girls for pilot program.
- VI. Prepare "letter to parents."
- VII. Cooperatively, with students, select observation and training experiences.
- VIII. Meet with all business personnel who would be working in the program.
- IX. Prepare job observation sheet.
- X. Prepare students schedule for year, observation schedule, letter to all concerned, and business schedule.

Certainly a work-study program, such as the one at Edward Little High School, which utilizes home economics knowledges and skills; is one more way we, as home economics teachers, can assume our responsibility for helping youth, and at the same time, may be doing something to relieve the employment situation in our communities.

An interest check sheet used in the employment education program at Edward Little High School, Auburn, Maine.

Name _____

JOB OPPORTUNITIES AVAILABLE IN THE COMMUNITY

Check the job opportunity in which you wish to gain observation and training.

Indicate 1st, 2nd, and 3rd choice by checking appropriate columns.

Choice	1st	2nd	3rd	Choice	1st	2nd	3rd
Cashiers				Restaurant			
Grocery store _____				Waitress _____			
Restaurant _____				Fountain work _____			
Department _____				Short-order cook _____			
Dry Cleaners _____				School Cafeteria			
Laundry _____				Lunch program _____			
Caterer				Department Store			
Waitress _____				Salesgirl _____			
Serving _____				Alterations _____			
Food Preparation _____				Gift wrapping _____			
Bakery				Personal shopper _____			
Cake decorating _____				Making garments			
Salesgirl _____				for display _____			
Florist				Nursery School			
Flower arrangement _____				Care of children			
Nursing Homes				at play _____			
Serving sick _____				Sewing Centers			
Room care _____				Demonstrate sewing			
Care of older people _____				machines _____			
Preparing and				Selling materials _____			
serving meals _____				Selling notions _____			
Industrial Plants				Selling patterns _____			
Food Packaging _____				Home Decoration			
Grocery Store				Making draperies _____			
Food Packaging _____				Making slip covers _____			



Home Economics students in the work-study program at Edward Little High School are learning to care for the aged at Cally Nursing Home. From left to right are Sue McKenney, student, Mrs. Belle Hutchinson, Miss Ellen Pulon, and Donna Francis, student.

Students in the work-study program at Edward Little High School receive table setting instruction in the DeWitt Hotel dining room from Mrs. Lois Moore, left. Students are June LaRoche, center and Patsy Greenleaf, right.





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ILLINOIS TEACHER OF HOME ECONOMICS

ADULT EDUCATION: PREPARATION FOR EMPLOYMENT

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ADULT EDUCATION: PREPARATION FOR EMPLOYMENT

Hazel Taylor Spitze
University of Illinois

What is going on in adult education to prepare persons for employment in home economics-related occupations? In order to try to find an answer to this question, we sent queries to home economics and adult education leaders in every state asking for names of persons who are doing significant work to prepare adult students for employment. The response was most gratifying. Even those who had no names to suggest often replied with regret and expressed interest in finding out what others are doing.

To those persons who were suggested, we wrote personal letters requesting information about whatever type of program they were supervising, classes they were teaching, or other project they were developing. We received responses from eighteen states and Puerto Rico regarding a dozen or more different occupations. In this issue we shall attempt to share these responses. In some cases the contributions came as a paragraph in a letter or a mimeographed outline of a course; in others, a more formal report of a few pages was submitted. When several contributions were concerned with the same occupation, we have sometimes summarized to avoid excessive repetition.

To guide your reading we are including a list of the occupations reported, persons and places from which the reports have come, and page numbers.

Of course, preparation for employment may be something besides the teaching of a specific job skill. In this vein, Ellis reports her work in "Family Living for Public Aid Recipients" at Streator, Illinois (page 316), and Nickel describes a personal development course at Madison, Wisconsin (page 320). In a sense, all of our home management courses which help women to carry the double role of homemaker and employed person might classify as preparation for employment.

Some home economics educators believe that all preparation for employment must be carried on as a distinctly separate facet of their program rather than combined with preparation for improved family living. Others reject this idea and see the two as compatible or complementary. For example, we quote from a letter received from Susanne Macdonald and Edna E. Yotter:

The Department of Home Economics of the St. Louis Public Schools has organized Home and Family study groups for adults in ceramics, clothing construction, custom tailoring, furniture refinishing, gourmet foods, knitting and art needle craft, millinery, interior decoration, slip cover and drapery making. These classes are

designed to meet the educational needs of the adult community. In addition to serving the people who would generally profit from these subjects, the courses are to assist those who need job upgrading, homemaking skills or an opportunity to pursue an avocational interest.

While our aim is not to prepare adults for employment, we have countless instances where our students have secured positions in industry; some are gainfully employed at home or have secured part-time work in alteration, clothing, tailoring and slip cover making.

Others, too, have mentioned that a few of their students in such classes as millinery, upholstering, clothing construction, special cookery, cake decorating, and handicrafts have become employed or have done part-time work in their homes to add to their income.

Gertrude Hendricks (Youngstown, Ohio) directs a dual-purpose program for ADC mothers in home management. The course is designed to help families to help themselves through better management practices and improved family relations, and some of the women have become employable as a result of this experience. Each course in the series meets for fifty-six hours during a fourteen-week period and includes principles regarding at least two of the following areas: nutrition and meal planning, clothing renovation, home furnishings, housekeeping, home equipment, and shopping.

The occupation most often mentioned in responses to our survey was Homemaker Service. A person in this rather new occupation is able to serve as a temporary substitute for a homemaker who is ill or otherwise unable to perform her usual tasks, or to assist a homemaker who is partially disabled. Programs to prepare such persons, variously called Visiting Homemakers, Professional Homemakers, Homemakers' Assistants, or just Homemakers, have been sponsored by private agencies (for example, Family Service), universities, public school adult education, and other groups. Each community has different resources that make different sponsorship feasible. The reports of several programs included in this issue show variation in the type of courses offered as well as in sponsorship.

Persons prepared for domestic service and/or baby sitting are greatly needed in our changing society in which so many homemakers are "moonlighting" with part-time or full-time jobs. In some quarters efforts are being made to dignify these positions with new titles (e.g., Home Manager's Assistant, Household Technician), special uniforms, certificates to show course preparation, and badges. Revised attitudes on the part of employers and increased wages can also contribute. As this type of service becomes more prestigious and more persons are willing to prepare for it, two problems may be alleviated--unemployment and the scarcity of help in this area.

One such program is reported by Irene Tice in the Employment Service Review, October 1964, under title "Home Management Training in Detroit." Three hundred seventy-one women have graduated in twenty-one classes since 1959, and the program has been evaluated and expanded. Other programs are reported in this issue by home economists in three states and Puerto Rico.

Several responses were in regard to programs to prepare assistants for professional workers in nursery schools and child-care centers. This occupation is usually referred to as Child-Care Aide. A related, but different, occupation is Foster Day-Care Parent, an example of which is reported from Seattle.

Many adult educators are concerned with preparing food service workers. Some such courses are extensive enough to be included in two-year programs of Junior Colleges or Technical Institutes. Included here are the less comprehensive ones which give some preparation to those employed or wishing to become employed as dietary aids, school lunch personnel, cooks in nursing homes, waitresses and the like. At Youngstown, Ohio, a 26-week Cook-Chef class is being taught under the Manpower Development Program. Information will be available from Mr. Joseph Hutta, Supervisor MDTA, Board of Education, Walnut and Wood Streets, Youngstown, Ohio, 44503.

Some other occupations were reported by one or two persons: institutional aide (hotel and motel housekeeping), nursing assistants, and clothing alteration. Information concerning an upholstery course which has some students interested in employment can be obtained from Frank Green, 606 Albert Avenue, Sunnyvale, California, who is the instructor and author of "Practical Upholstering," a series of booklets used in the course.

In some schools, home economists cooperate with other vocational divisions to prepare persons for employment. An example is the work of Mrs. Lois Rusch and Mrs. Irma Kyle who teach "Family Living" and "Normal Nutrition" to students at Neenah-Menasha (Wisconsin) Vocational School for Practical Nurses.

We are certain there are many other programs and additional occupations that ought to be included in such an issue, and we invite readers to inform us of such omissions. It is our hope that our attempt at sharing will aid those who, like us, are interested in employment education and who, also like us, did not know a great deal about what others are doing.

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THE VISITING HOMEMAKER SERVICE OF TERRE HAUTE, INDIANA

Mary S. Gibbs, Associate Professor of
Home Economics, Indiana State College
and
Dorothea Dunlap, Teaching Fellow and
graduate student.

An adult vocational education program, the Visiting Homemaker Service of Terre Haute, was initiated by the Home Economics Department of Indiana State College in September, 1963. In the process of fulfilling one objective of Home Economics 493-593, Methods of Adult Homemaking Education, i.e., to define a community need and to plan a program to meet it, the class initiated and coordinated the many individual and community efforts which resulted in the Visiting Homemaker Service.

The first step was to define the needs in the Terre Haute community. Since lack of time prevented the making of a survey, two other methods of determining needs were used: personal interviews and informal discussion with community leaders, and examination of national concerns which might also be local problems or needs. This exploration resulted in the identification and selection of two important community needs: (1) to provide employment outside the home for women in the forty-and-over age group; and (2) to provide families in emergency situations with assistance from responsible and competent people. The need for employment opportunities for mature women had been identified on the national and state levels by Departments of Vocational Education, the American Home Economics Association and other such groups. Pertinent data and current materials on emerging programs were provided by Dr. Johnie Christian, Program Specialist, U.S. Office of Education; Miss Hortense Hurst, State Supervisor of Home Economics Education for Indiana; and Miss Mary Lamb, District Supervisor of Home Economics Education for Southwest Indiana. It seemed likely, from all indications that there might be a local need for vocational education for women. Talks with Mr. Joe Petty of the Indiana Employment Service and others confirmed the need in Terre Haute for an educational program to develop marketable skills for women. The need for a service for families in emergency situations had been recognized nationally for many years. The Homemaker



Dr. Mary S. Gibbs



Mrs. Dorothea Dunlap

Service sponsored by the American Medical Association and developed in many states (New Jersey, South Carolina, Louisiana and others) provided guidelines in identifying the local need and in establishing the educational program later. In Terre Haute, the Visiting Nurses Association was providing Homemaker Service on a limited basis to families with illness. However, the Executive Director of the Visiting Nurses Association thought that the community needed a Homemaker Service apart from this program which offered the services only to families with illness and only on the basis of an hour or two a day. Other community leaders who confirmed the need for Visiting Homemaker Service were: Dr. Anne M. Lee, Chairman, Home Economics Department; Mrs. Mary Alice Banks, Assistant Professor of Home Economics, Indiana State College and Secretary, Vigo County Council of Aged and Aging; Mrs. Elouise Bombard, Supervisor, Adult Home Economics Program, Vigo County School Corporation; and Mrs. Mildred Paton, Supervisor, Public Assistance Division, Vigo County Department of Public Welfare. As the program emerged, other leaders were contacted including the president of the Women's Medical Auxiliary, the president of Vigo County Coordinating Council, and homemakers active in community affairs.

In the planning stage, the community leaders cited above served as a steering committee. Later, as the name Visiting Homemaker was selected, this group became the Visiting Homemaker Service Advisory Council. As the program developed, three other members were added and this Advisory Council has functioned as a decision-making and policy-setting group throughout the development of this program. The excellent cooperation and thoughtful decisions made by the Advisory Council provided the foundation and framework for the program.

In the early stage of the development, a four-page brochure was printed through funds provided by the Home Economics Department. This publication was important because it told the story of the program and improved communication on all levels. Purpose, policy and program were clearly defined for all concerned.

After the decision was made to develop the Visiting Homemaker Service of Terre Haute, four major concerns were recognized: (1) recruiting the women to take the 45-hour Preparation Course and to become Visiting Homemakers, (2) planning and teaching the course, (3) placing the Visiting Homemakers and meeting the needs of families in emergency situations, and (4) evaluating the various aspects of the program as a basis for decisions about future development. The action program developed in each of these areas will be described briefly.

RECRUITMENT

Plans and policies for recruitment were made and implemented by both the Home Economics 493-593 Class and the Advisory Committee. A graduate student in the Methods of Adult Homemaking Education Class served as Chairman of the Committee to promote recruitment through the use of mass media--radio, newspapers and television. She coordinated the recruitment activities of the college class and the Advisory Council and acted as

liaison with the Indiana State College Information Services. Leaders in other community groups who assisted with recruitment were from the Vigo County Extension Service, the Council of Churches, and the Fairbanks Memorial Library.

Applicants for the course were interviewed by Mrs. Dorothea Dunlap. Age, education, prior work experience and other pertinent information were secured. This interview also gave the applicant an opportunity to ask questions and to understand more fully the job of the Visiting Homemaker. Character references and a medical examination were also required. Since a Visiting Homemaker must be able to accept responsibility and to work with families in stress situations, the success of this program depended on recruiting women who could meet these two basic requirements.

THE 45-HOUR PREPARATION COURSE

In the initial planning, the Home Economics 493-593 Class had agreed to teach the 45-hour Preparation Course if the program were started. This commitment was basic to the development of the project. In the past, the lack of a qualified teacher had prevented the offering of the course by the Adult Home Economics program of the Vigo County School Corporation.

At this point, procedures to utilize and schedule the time and teaching potential of the seventeen students were needed. Each student was asked to indicate her subject matter strengths and preferences. Then, broad topics with possible time allotments based on other Homemaker Course outlines were structured into a tentative 8-day schedule. Through individual conferences, each student accepted two hours of major teaching responsibility and two hours as an assistant. The teacher of the Methods Class, Dr. Mary Gibbs, was Coordinator for the planning and the teaching of the first class. Mrs. Elouise Bombard, Supervisor of the Vigo County Adult Vocational Home Economics Education, provided teaching facilities, served as a consultant and resource person, and worked with class members in preparing and serving the brunch at the close of the course. The broad topics included were as follows:

- Introduction to Visiting Homemaker Service (2 hours)
- Working With People (4 hours)
- Family Life--Food (6 hours)
- Accident Prevention and Safety in the Home (2 hours)
- Family Life--Care of the Home (4 hours)
- Understanding Elderly People
- Understanding Mental Health
- The Sick Patient (6 hours)
- Orientation to Occupational Therapy (6 hours)
- Placement Procedures (2 hours)

Obviously, a plan of this type necessitated team teaching and group planning. For the total course and for each broad topic, general objectives were established. Then, each teaching team of two students, one with major and one with assistant responsibilities, planned and taught

specific lessons. Fortunately, guidelines from other Homemaker programs were available.

Professional people with special competencies contributed their time and abilities when asked to participate by class members. These resource people included the Executive Director and a staff nurse of the Visiting Nurses Association, an instructor from the Terre Haute Fire Department, education faculty from Indiana State College, the Home Service Representative of Public Service Company of Indiana, the Chairman of Vigo County Council of Aged and Aging, and a staff member of Vigo County Association of Mental Health.

Each student was responsible for formal and informal evaluation of her teaching-learning situation. A graduate student worked with evaluation for the total course. Another graduate student worked with news coverage of the Preparation Course as a special project. Assistance in maintaining continuity and in coordinating were given by Mrs. Elouise Bombard and three graduate students.

The Visiting Homemaker Preparation Course was taught at the Adult Center of the Vigo County School Corporation. The Adult Home Economics Classroom there provided excellent teaching-learning facilities. These facilities were also used on the last day to prepare and serve a brunch for the "graduates" and to the Visiting Homemaker Advisory Council, the



Dr. Anne M. Lee presents certificate for completion of Visiting Homemaker Preparation Course to Mrs. Kitty Coddling.

Home Economics 493-593 students and resource people.

Certificates of completion were presented to the nine women by Mr. C. Huston Isaacs, Director, Adult and Vocational Education and Allied Fields, Vigo County School Corporation and by Dr. Anne M. Lee for the Division of Extended Services and Home Economics Department, Indiana State College.

In March 1964, the Visiting Homemaker Advisory Council decided that additional Visiting Homemakers were needed to meet requests. Since Home Economics 493-593 was not taught second semester, the previous plan could not be used. However, the services of Mrs. Mary Ann Dolken, a former member of the class, were secured as Coordinator. Most of the former Home Economics 493-593 students were still on campus and this time taught the lessons "for fun" and not for class credit. These students thought the opportunity of teaching the same lesson to different adults would be fruitful and worth the extra time. Also, assistance was given by Home Economics Methods Class members.

The third Preparation Course for Visiting Homemakers was planned and taught to twelve well-qualified women by the Home Economics 493-593 students January 6-15, 1965. Even though there was an eight inch snow on January 15, there were no absentees on the last day! Lesson plans prepared by Mrs. Dolken from materials developed by the first two classes were available to the student-teachers. Each teacher was responsible for adopting, adapting or revising these tentative plans. Professors of Family Life and Child Development and of Nutrition functioned as consultants to the students who asked for help in their subject matter areas. Using these revisions and other suggestions as guides, Mrs. Dolken and a committee (Dr. Anne M. Lee, Miss Mary Lamb, Mrs. Dorothea Dunlap, and Dr. Mary Gibbs) will revise and edit the lesson plans for use by future Home Economics 493-593 students. The possibility of making this resource unit available in printed form for our Methods of Adult Education students and others after the developmental and testing stages have been completed has been considered.

PLACEMENT

The placing of the Visiting Homemakers in needy situations of the community became a focal point. The success in this area might determine the success of the entire project and several questions needed to be resolved. Who was to be the coordinator? How does one find jobs for Visiting Homemakers? The brochure describing the Visiting Homemaker Service which was distributed through such organizations as the Council of Churches, New Comers, and the County Extension Office served to orient individuals who might need Visiting Homemakers. It was decided that a coordinator could best meet the needs of the employable women and the people who had need of such persons. All incoming inquiries for Visiting Homemakers were received by Mrs. Dorothea Dunlap, through the central Home Economics office. In answering the query, the coordinator explained the procedures necessary and determined whether the Visiting Homemaker could function in the situation. Very often a personal call to the home

was made to set up a schedule and explain policies of the program. This provided an opportunity to analyze the situation and to select the Homemaker best suited to fill the request.

Experience with the placement of Homemakers has shown that placing the Homemaker in a suitable situation is an essential phase of a successful program.



Mrs. Daisy Wilkes has been employed as a Visting Homemaker for this family since May 1964.

EVALUATION

Several types of evaluation have and are still being made. At the end of the preparation course, a check sheet was given to the Homemakers for their self-evaluation and evaluation of the course content in relation to their positions at the beginning of the course. When the second course was planned, these were used to determine areas that needed added emphasis.

Each family using the Homemaker Service is asked to return an evaluation form which identifies strengths and/or weaknesses of Homemakers. The check list section of this form covers punctuality, adaptability, managerial ability, skill in care of the home, meal planning, food preparation, skill in care of children, and skill in care of the aged. Each of these aspects are scored as very adequate, good, fair, or poor. An open-ended question allows informal comments. Two of the comments that have been volunteered are: "most kind and understanding and is fulfilling my desire for care of my wife. I consider myself fortunate in getting her"; "all aspects of the Homemaker assistance were excellent. Our Homemaker handled the care of our two-year old girl and three-month old baby superbly. She was extremely congenial."

The requests by families in the community for Visiting Homemaker Service have varied greatly. Of the seventy calls received, a total of twenty-five situations have been served. There have been five in the homes of the elderly, three in homes while young mothers were in the hospital and needed care for their children, three others in homes where maternity care was needed, four in situations while parents were called out of town and children necessarily remained at home, and three to relieve home pressures for a few hours at a time. Others have been for help with meal preparation for a diabetic at noon while wife was at work, care of an elderly woman with a broken leg, and care of bedfast wife while husband worked.

Another measure of evaluation is the total amount of income the women have earned. This ranges from \$23 to \$1,013 for the eleven women who have worked, making a grand total of \$3,559.23.

At the present time, five of the women who took the preparation courses have full-time employment. One worked in a home as a Visiting Homemaker and now is employed in this home as companion and housekeeper. Two others, are working in care of elderly chronically ill, one in the County Children's Home and one in a local hospital.

Long-time plans and future directions are now being considered by the Visiting Homemaker Service Advisory Council and by programs which are being set up to meet community and family needs.

A PILOT PROGRAM FOR PREPARING HOMEMAKERS' ASSISTANTS

Lois Farone, Instructor, State Department
of Vocational Education, Phoenix, Arizona

During the summer of 1964 a pilot program for preparing Homemakers' Assistants was set up at Friendly House in Phoenix, Arizona. This program was carried on through the combined efforts of the State Department of Vocational Education, Home Economics Service, the Phoenix Union High School System and Friendly House, United Fund Agency. The purpose of the program was twofold: (1) to provide preparation in all facets of homemaking which women might encounter when employed as a homemaker's assistant; and (2) to upgrade standards of homemaking in the homes of women enrolled. Friendly House serves as a meeting place for women wishing to work by the day in homes throughout Phoenix and surrounding areas. The State Employment Services sends an employee to Friendly House for half a day five days a week to help place women in jobs. The Advisory Board of Friendly House expressed the feeling that there was definite need to upgrade skills and abilities of women seeking work. These women come to Friendly House and sit in the large waiting room hoping for an assignment for the day. In order to reach as many of these women as possible, the demonstration, film, filmstrip or discussion was presented to the entire group of waiting women. Then a selected group was given opportunity to participate in practice sessions since it was not feasible to work on this basis with more than twelve to fifteen women at a time. It was stipulated that a trainee could miss no more than three lessons and receive a certificate. Opportunity was given to make up lessons which were missed. Of the fourteen women working in the training group, six qualified for certificates.

An adaptation of the Manpower Guide for Training Homemakers' Assistants was used as a framework for choosing pertinent experiences in this program. Following is a brief outline of the suggested Manpower program and then a more detailed explanation of each session conducted during the six weeks course. It should be noted that due to the low educational and functional level of many of these women, it was found necessary to move slowly, repeat often and use as many visual materials as possible. The small training group was able to progress at a much faster pace than the total group and covered more areas as well as practicing the different techniques.

Suggested Training Program for

The Homemaker's Assistant

Job Function--Under the direction of a homemaker, the Homemaker's Assistant carries on the various responsibilities required for maintaining family life in a pleasant, clean and orderly home.

UNIT I - Orientation to Nature of the Work and Desirable Personal Qualities for Job Success

1. Scope of responsibilities
2. Employer-employee relationships
3. Importance of desirable personal qualities
4. Health and legal requirements

UNIT II - Basic Cleaning and Laundry Procedures

1. Planning time and sequence of jobs
2. Procedures and methods of cleaning
3. Use and care of equipment
4. Cleaning materials
5. Care of different types of floors
6. Home laundering by machine or hand
7. Techniques for good ironing

UNIT III - Preventing Home Accidents and Assisting with Home Care of the Sick

1. Accident prevention and safe working procedures
2. Home care of sick (instruction may be given by Red Cross personnel if desired)

UNIT IV - Food Preparation and Serving

1. Planning, preparing and serving nutritious meals
2. Storage of food supplies
3. Sanitation in food handling
4. Dishwashing and kitchen care

UNIT V - Care of Children During Mother's Absence

1. Understanding children
2. Desirable ways of handling children
3. Precautions to observe when caring for children

UNIT VI - Handling Emergencies and Meeting People Outside the Family

1. Procedures to follow in emergency situations in the home
2. Meeting visitors, answering telephone or door, and taking messages

PLAN USED IN PREPARING HOMEMAKERS' ASSISTANTS AT FRIENDLY HOUSE

LESSON 1

Introduce course and the teacher, stressing purposes and desired outcomes of the program.

Show film, Body Care and Grooming and discuss important points brought out in film.

LESSON 2

Discuss personal care of body and importance of cleanliness to person, her family and her employer.

Demonstrate handwashing technique (Red Cross pattern), repeat and have class follow motions. Divide class into pairs (each choose a partner) and practice handwashing, helping and checking each other.

Discuss different kinds of soap and the importance of using a skin lubricant to prevent dryness and roughness.

LESSON 3

Demonstrate (dry run) motions used in taking a bath or shower quickly and thoroughly.

Show several kinds of deodorants and discuss use of them. Let class try them if they wish to.

Stress importance of cleanliness during the menstrual period; show sanitary napkins and tampons and discuss use; deodorant powder if needed.

Tell class members they are welcome to use shower or tub at Friendly House if they need to and wish to.

LESSON 4

Discussion of relationship of proper diet to health.

Show films: Planning for Good Eating

Magic Food--State Department of Health

Distribute leaflet: A Guide to Good Eating--National Dairy Council

Plan a day's menus writing on blackboard and making any desirable changes.

LESSON 5

Class discussion on:

Employer-employee relationships

Desirable Qualities of a Worker (distribute sheet)

Responsibilities of a Homemaker's Assistant

Responsibilities of an Employer

Class members role-play a situation where worker is going to new home for first time:

When employer is home:

- Introducing self
- Questions to ask employer
- Things to tell employer

When employer is not home:

- Finding key to get in
- Lock door after entering
- Read any instructions carefully
- Lock house and replace key when leaving

Go through Friendly House apartment and list all areas that need to be cleaned.

LESSON 6

Demonstrate, discuss and practice working in the kitchen.

Washing dishes:

- Clear table with tray to save steps
- Scrape, rinse and stack dishes
- Wash right-to-left, if possible
- Use plenty of hot water and soap or detergent
- Immerse only a few at a time in this order--glassware, silverware, dinnerware, cooking utensils
- Use dishcloth or sponge (scouring pad, if needed)
- Rinse in very hot water
- Drain dry or wipe with clean towel
- Wipe table top and drain board
- Take care of garbage
- Clean stove, sink
- Wash out towel and dish cloth

Use pictures to show how dishwasher is used.

Give suggestions for proper storage of dishes.

Clean under sink stressing importance of keeping cleaning supplies, etc., out of young child's reach.

LESSON 7

Show and discuss filmstrips--

The Electric Range (series of 3)
Modern Meal Planning With Soups

More Milk in Your Menus
Cooking With Cereals

Demonstrate process of taking stove apart and cleaning thoroughly.

Discuss what to do when electric or gas stove is not working properly.

LESSON 8

Demonstrate casserole cookery using Campbell's Soup as the sauce.
 Use food models to plan rest of meal and other two meals for the day.
 Small group prepare lunch, serve, clean up.

LESSON 9

Demonstrate and practice cleaning and defrosting refrigerator, washing and waxing kitchen floor, use of electric cleaner and buffer.

LESSON 10

Discuss handling children when left with them--list on blackboard things to remember.

Safety measures in the home.

Ask class to check own homes for hazards.

(Observation of children in a Day Care Center is desirable if a field trip can be planned)

LESSON 11

Demonstration on use of surplus commodities and low-cost foods by member of Adult Education class from ASU:

- Prepare biscuit and cornmeal mix
- Bake biscuits and cornbread
- Prepare meat pie

Class makes up mixes for future use--prepares oatmeal mix and makes cookies.
 Distribute booklet Family Meals at Low Cost (available from Extension Service)

LESSON 12

Show film: One Minute Past Three (Red Cross Home Nursing)

Discuss symptoms of disease and how to take care of sick child until the doctor comes.

Plan luncheon for next day to be served to large group. Check supplies needed and equipment and dishes to be used.

LESSON 13

Show film: Prairie Schooner, Space Age Model (Red Cross Home Nursing)

Discuss prevention of disease and taking care of infectious person; ways to handle patient in bed. List on blackboard important points related to sanitation in the home.

Prepare, serve, clean up after luncheon for fifteen people.

LESSON 14

Demonstrate bed making, making a waste container from newspaper, taking pulse, respiration and temperature.

Practice these techniques and clean bedroom thoroughly.

LESSON 15

Show filmstrips: The Family Wash and Health Protection Through Cleanliness

Demonstrate use and care of laundry equipment and laundering by hand. Wash, dry and press clothes which have been brought to Friendly House for distribution to needy persons.

Using biscuit mix, make coffee cake and serve with coffee to class and office personnel. Distribute sheet on Easy Quick Breads for recipe.

LESSON 16

Guest speaker from telephone company with telephone equipment to practice use of telephone. Demonstrate and practice proper dialing, taking messages, proper way to answer, emergency situations, etc.

Clean and reorganize kitchen cupboards following basic principles for effective arrangement. Use fresh shelf paper and wash dishes before returning to cupboard.

Prepare Hamburger-Vegetable Soup and Cinnamon Rolls for a quick and easy lunch good for children.

LESSON 17

Demonstrate and practice:

- Use of vacuum cleaner and attachments
- Carpet sweepers
- Proper dusting
- Care of accessories
- Cleaning windows
- Cleaning bare floors, walls

LESSON 18

Demonstrate care and use of small appliances. Pop corn in electric popper to show continuance of heat in electric appliances after they are turned off.

Class make coffee and waffles (using mix) and using electrical appliances.

Appliances demonstrated:

Electric skillet	Hot plate
Coffee maker	Waffle iron
Toaster	Sandwich grill
Egg cooker	Deepfat fryer
Mixers--large and portable	Electric saucepan
Irons	Can opener
Oven, grill appliance	Knife sharpener

LESSON 19

Film: The Wonderful World of Food (Red Cross Home Nursing)

Planning meals and adjusting for sick person, children or special diets.

Suggestions for starting dinner for employer, if asked.

Shortcuts in food preparation.

Safety in the kitchen.

Practice use of iron and proper method of ironing a shirt.

LESSON 20

Film: Target: Babies and Children (Red Cross Home Nursing)

Discuss:

Safeguarding children

First aid measures for cuts, burns, fainting, etc.

Helpful reminders when caring for children

Plan for a guest coffee for Board members, State Department personnel, and any employers class would care to ask.

LESSON 21

Discuss sequence and dovetailing of tasks in the home.

Clean Friendly House completely, first planning who does what, when.

Make basic preparations for guest coffee the next day.

LESSON 22

Graduation!!! Presentation of certificates.

Each class member tells group ways in which course has helped her.

Brief social hour, cake and coffee provided by instructor.

SOME CONCLUSIONS AND RECOMMENDATIONS:

1. A very important part of such training is the building of self-confidence and a feeling of self-worth among the trainees.
2. Class seemed more enthused when different kinds of activities were interspersed to provide variety.
3. A person who has been working at a job for years can still profit greatly from additional training.
4. There is a need for preparation of employers.
5. It would be well to include the Red Cross Home Nursing Course as part of this program.

6. There is a need for actual observation of children in a day-care center or other controlled situations.
7. On-the-job training in selected homes under supervision of a qualified housewife would be an effective way of doing a better training job.
8. It is important and necessary to work closely with the Employment Services and to do follow-up observations through contacts with employers.
9. It may be possible in future classes at Friendly House to identify Welfare persons or those who may qualify under MDTA so that financial help will be available while training is taking place.
10. The length of time needed to adequately prepare an individual will vary with that person's background and aptitude. It is suggested that at least ninety hours of classes be included in any program for Homemakers' Assistants.

PROFESSIONAL HOMEMAKERS

Josephine A. Foster, Director Homemakers'
Program, School of Home Economics, University
of North Carolina at Greensboro

What are the responsibilities of Home Economists in helping break the "cycle of poverty" which is widely discussed in all communication media? More particularly, what vital role should home economists assume in preparing homemakers to aid families who have temporary or permanent stressful situations or periods of crisis? A challenge to Home Economists was set forth in the Report of the President's Commission on the Status of Women¹ when the report indicated needs for "Family Services under public and private auspices to help families avoid or overcome breakdown or dependency and establish a soundly-based homelife, and professionally supervised homemaker services to meet emergency and other special needs should be strengthened, extended, or established where lacking." "The Home Economist Looks at Homemaker Service," a pamphlet distributed by the American Home Economics Association, assumes that Home Economists should have an essential role in helping families meet their needs. One feasible manner in which families might be directly aided is through preparation of women to be professional homemakers.

The School of Home Economics of the University of North Carolina at Greensboro, in cooperation with the Employment Security Commission of North Carolina and the Guilford County Industrial Education Center, collaborated in establishing such a program. Homemaker services were lacking in North Carolina with the exception of services provided by the limited resources of the Chronic Illness and Rehabilitation Foundation and county welfare departments.

The Employment Security Commission of Greensboro, North Carolina, conducted a survey in 1963 which showed a need for trained homemakers in the community. A labor market survey indicated that women were potentially eligible and available for participation in such a program. Various civic, professional, educational and service organizations substantiated an existent need for homemakers to assist families.

In the spring of 1964, the School of Home Economics of the University of North Carolina at Greensboro proposed a plan for preparing women to meet the need defined in the Employment Security Commission's survey.

¹ Report of the President's Commission on the Status of Women, American Women, Washington, D.C., Superintendent of Documents, 1963, p. 22.

Facilities in the School of Home Economics were designated for use as the training center. Provision for the inauguration of the Professional Homemakers' Program was made possible through a one-year grant from the Manpower Development and Training Act of 1962. The grant of \$26,000 provided for three training sessions, each of four months duration. The first session began September 1, 1964, with fourteen women enrolled. Approximately 60 women are expected to be trained during the year. Classes are held five hours per day, five days per week. Two professional home economists with varied backgrounds in extension, business, and education have been responsible for formulating plans and making the program operational.

The four-fold purposes for undertaking such a program in a University setting were to: (1) provide women with an opportunity for furtherance of their education by learning skills and an occupation through the extended services program of the School of Home Economics; (2) enable the undergraduate majors enrolled in Home Economics Education to have firsthand observation of an adult education program; (3) provide graduate students and faculty an opportunity to carry on research projects in adult education; and (4) provide a needed community service.

The Greensboro Office of the Employment Security Commission of North Carolina selected enrollees for the first session using the following described procedures. Three counseling sessions with the women were conducted. Scores attained on the General Aptitude Test Battery were utilized, and the previous work history, educational attainment, and need for such training were considered. The women selected by the criteria for the first session range from 23 to 52 years of age. Eight women in the program are married, three separated or divorced, and three widowed. All but one of the enrollees have children. One-half of the group have three to five children and several have grandchildren. The educational attainments of the enrollees range from five years of formal education to two women who have attended college and one is a graduate. The work history of the enrollees indicates that five had been engaged in textile work, five in sales work, and one had been a teacher, one a licensed practical nurse, and one a domestic. Only one had not worked outside the home. Two-thirds of the women receive either or both travel and training allowances under the Manpower Development and Training Act for participation in the program.

Ultimate goals for the Professional Homemakers' Program are related to the services which the program will render to families, the women enrolled in the program, and the community. Professional homemaker services available in the community may hold together and strengthen families who might otherwise be unable to function effectively. Professional homemakers will be provided an occupation whereby they might be employed. The homemakers will be more adequately prepared to understand individuals and family needs, and can adopt the learned skills in their own homes as well as in diverse family situations in which they might be employed.

The training program has been designed to concentrate on principles of homemaking adaptable in varied family situations due to the diversified areas of employment open to the professional homemaker. Families undergoing stressful situations or needing only temporary assistance in nonstressful circumstances, agencies who presently utilize homemaker service, and homes caring for aged or infirmed persons are but a few examples of the potential areas of employment. Emphasis is placed on developing awareness, understanding, appreciation, and respect for families with varied cultural, social, and economic differences. Family constellations are discussed in relation to the psychological, social, physical and emotional aspects of human development with regard for variations in individuals and their needs. Emotional and physical needs of chronically or acutely ill persons and home nursing techniques needed for individual care are defined and practiced through participation in an extended Red Cross Home Nursing Course. Special emphasis has been placed on understanding needs of and caring for elderly persons.

Cultural differences as to family food patterns are studied. Information regarding nutritional requirements of individual family members are compared and applied practically in home situations. Experiences are provided in planning, selecting, purchasing, preparing and serving family foods. Particular individual and family needs regarding modification of diets and variations in table service are included.

Principles of human and material resource usage are demonstrated and discussed with emphasis on management, budgeting, and work simplification. Experiences are provided in the use and care of diverse household equipment which might be found in homes of different social and economic strata.

Guides for the selection, care, and storage of clothing and household textiles are presented in addition to experiences in repairing and restyling of garments.

The program is enhanced by utilization of professional personnel from varying subcultural backgrounds for discussions of cultural variations in families. Demonstrations and discussions of various aspects of mental health, diet and physical therapy, physical health, and community resources available to families in need are given by professional persons with public or mental health training. Specialists in subject matter areas in the University's School of Home Economics are available for instruction and consultation.

EMPLOYMENT EDUCATION FOR ADULTS IN TROUP COUNTY GEORGIA

Mrs. Emmie D. Murray, Coordinator
Adult Vocational Home Economics Department

The Wage Earning courses using home economics knowledge and skills taught in the Troup Adult Homemaking Center have not been substitute classes for our adult home and family living courses. We have extended our services, because of the need in our area, for providing training for wage earning. These classes are offered in cooperation with the Georgia Department of Labor.

The Labor Department arranges the classes, the Adult Vocational Home Economics Staff does the instructing and the Labor Department the job placing.

The Wage Earning Classes taught are Visiting Homemakers and one for Supervised Food Service Workers. It was found that the Visiting Homemakers needed more supervision on the job than the Labor Department could give. This has become the responsibility of the coordinator.

To get the supervision needed, the Visiting Homemakers Program should be under an agency. Our advisory committee is exploring this possibility. Listed below are suggestions.

1. Be a member of the United Fund Organization with a home economist or case worker as director.

2. Medical auxiliary to organize and supervise.

3. Directed as a part of the Visiting Nurses Associations.

4. Under the supervision and direction of a case worker on a hospital staff.

5. Operated by a case worker on the Family and Children Services Program.

All Wage Earning Courses were developed as if they were a Manpower Class. This was done to acquaint us with Manpower regulations. Instructors were paid from Adult Vocational Homemaking Funds.



Visiting Homemaker

The course is designed to prepare personnel to help in homes with children or convalescent, aging, acutely, or chronically ill persons. These homemakers assist or supplement the homemaker in keeping family life as normal as possible during the particular emergency.

We used the source guide outline from the Department of Health, Education, and Welfare as a guide for building the curriculum.

Units of Study and Approximate Hours:

1. Personal appearance	6
2. Sewing Tips	12
3. Family Relations-Child Development	12
4. Accident prevention and safety	6
5. Home Management-Nutrition	6
Table Service-Food Preparation	24
6. Simple care of the sick	12
7. Employment achievements and fringe benefits	8
	<u>80 hours</u>

Upon completing the 80-hour classroom work, the students did 140 hours on the job, under supervision. We soon learned the students needed more help with care of patients with broken bones and mother-baby care, so the class reassembled for 12 more hours in Home Care of the Sick.



Badges are presented as class work is completed. After on-the-job training, certificates are given.

We do not feel that 140 hours is sufficient. Should we do another one, we would set it for eight hours per day for 12 weeks--a total of 480 hours.

Nineteen students completed the course. Six have been given full-time employment by the County Family and Children Services. Four accepted full-time employment elsewhere and one has moved out of the State. The Georgia Employment Service reports the remaining eight employed.

To best serve a community in this area, students should be forty-five years of age or older, and free of home ties. A great need in our area is for trained women who can live in the home in which they work.

COURSE OUTLINE

Instructors: Mrs. Emmie Murrar and Mrs. Lee Bar, Jr.

Class I: Getting Ready for the Job

1. Introduction to Homemaker Service
2. Cooperating agencies in the program
3. Outline of classes to follow
4. Film "Home Again" - 31 minutes

Class II: Personal Appearance (Resource person from a cosmetic company)

1. Test - How Well Do You Look. This was given to the group for them to analyze themselves and to keep in their file.
2. Learning to be a likable person.
3. The art of getting along with people.
4. Demonstration--Cleanliness was stressed. A member of the class was given a facial; becoming hairstyles were discussed plus nail care.
5. Deodorants--Several kinds were discussed and shown to the group.
6. Bubble bath, personal soap and emery boards were given to the class.
7. Home Assignment--Asked each student to bring a problem from home concerning sewing.

Class III: Sewing Tips - Making What We Have Attractive

1. Pressing Tips
2. Hems
3. Repair of snags and holes
4. Turned a man's collar
5. Correct way to sew on buttons
6. Torn Project--Work Apron. Each member of the class was given one yard of fabric in which to make an apron. The fabric was given by a department store. Eight machines were set up in class.

Class IV: Family Relationships (Resource person, a local minister)

1. Average family
2. Variations in the pattern of family life

Class IV: Family Relationships (continued)

3. Family in illness
4. Individualized reactions to illness
5. Care, Share, and Bear: words speaker stressed for the Visiting Homemaker to carry into homes
6. Home assignment

Class V: Accident Prevention and Safety in the Home
(Resource person, County agent)

1. Reasons accidents happen
2. Major causes of accidents
3. Chief kinds of home accidents
4. Detection of hazards
5. Skit--Ghost Convention: Members of the class took part in the skit and it was designed to teach electrical safety
6. Movie--"Safety Our No. 1 Crop"
7. Movie --"Losing to Win"
8. First Aid Pamphlets were issued

Class VI: Understanding Children

1. Development of children
2. Guidance of children
3. Factors that influence growth
 - Intelligence
 - Sex
 - Glands
 - Nutrition and food
 - Fresh air and sunshine
 - Race
 - Culture
 - Emotional
 - Drugs
 - Rest
4. Discipline-- means guidance and direction
5. Class project-- Each student pretended to be a four-year old and made a picture using different items, showing how to express ourselves.



Class VII: Understanding the Elderly
(Resource persons, retired minister and missionary)

1. Life expectancy
2. Chronic illness and aging
3. When is old
4. Preparation for aged
5. Basic needs of the aged
6. The Aging Process
Physical, Mental, and Emotional
7. Home Assignment



Class VIII: Table Arrangements, Home Management, Foods
(Resource person from Macon Adult Vocational School)

1. Table arrangements were discussed, formal and informal, including types of coverings, dishes, etc. Also table etiquette and table flower arrangements were discussed.
2. Plans for Cleaning--Made a schedule for daily, weekly, monthly and annual cleaning. Discussed cleaning equipment. Project--Made a cleaning kit in class showing the group how to save steps and time in housecleaning.

Lab Work--Cleaned the building completely, discussing the method we use in cleaning

- 1) blinds
- 2) windows
- 3) tables
- 4) range
- 5) refrigerator
- 6) sink
- 7) baths
- 8) floors

Demonstration--How to measure (dry and liquid measures)

Made biscuits as an example of correct measurements

How to make fractions work in dividing recipes

Class IX: Foods (Resource person, home economist with utility company)

1. Correct methods of cleaning: ranges, toasters, waffle iron, electric fry pan, blender
2. Correct uses of these appliances
3. Planned, prepared and served an oven and surface meal, also a salad with the blender and dessert from the fry pan.
4. Food was served to the class and enjoyed by all. The recipes with food tips were also given.

Class X: Foods and Nutrition

1. Essential four food groups
2. From magazines the group planned menus using the essential four chart and magazines from cut outs.
3. Lab Work: Each member of the class made muffins and each was graded in class
4. Home Work: Each student brought two biscuits from home and they were also graded in class
5. The group made a three-day study of what they had eaten and compared it with the essential foods

Class XI: Home Care of the Sick (Resource person, registered nurse)

1. Three members of the class who had the First Aid Course gave demonstration on:
 Care of the sick room
 Making the patient's bed
 Making the patient's bed with the patient in it
 Bath of the patient
 Care of teeth
 Serving food on the tray
2. Discussed methods of improving what we have to make the patient comfortable.
3. Lab work: Each student made a bed correctly while others watched
4. Project: Each student was shown how and made a bed caddy out of newspaper.
5. How to take temperatures and pulse

Class XII: General Review

1. Simple Business Activities
2. Handling telephone messages
3. Being hostess to visitors
4. Social Security
5. Interviews

Class XIII: Employment Achievements (Resource person from Georgia Employment Service)

1. Employment was discussed fully
2. Resource person spoke on the Visiting Homemaker's goals and achievements and presented each member their emblem which will identified them as a visiting homemaker. Pictures were taken while they were being presented.

VISITING HOMEMAKERS SERVICE

Ethelwyn Cornelius, Supervisor Home Economics
Dorothy Jackson, Adult Coordinator, Home Economics
Ithaca, New York Public Schools

The Homemaker's Employment training course was developed by Mrs. Jackson in working with many community agencies. This was a short intensive course, which concentrated on Homemaking and limited nursing skills. The participants received some of their training in the adult Home Economics course and some at the Hospital.

This service and training was sponsored by the Social Planning Council of Tompkins County with representatives from the Family Children Service, the Welfare Department, the Health Department, the Employment Service and the Ithaca School District.

Evaluation at the end of several years indicate that there is a great need for this service; that it may take a number of years to get enough trained to have some available at all times; that refresher courses should be added periodically; that a Coordinator of the Homemaker's service is needed.

Some of the ideas have been carried out, and further plans are in the planning stage.

In the brochure distributed to publicize the program are included:

Topics to be covered

- Introduction to Homemakers Service
- Efficient Management of Homemaker's Time
- Care of the Home
 - Laundry-Clothing-Heating and Other Equipment
- Meaning of Foods
- Good Nutrition in Planning for Well balanced Meals
- Diets for Family Members
- Planning Meals to Fit Family Schedule and Food Dollar
- Attractive, Nutritional Preparation and Serving of Meals
- Preserving Family Meal Hour
- Safety Practices
- Use and Care of Utensils and Equipment
- Relationship with Children
- Care of Patient

The necessary certificate will be awarded upon satisfactory completion of this course.

What the Visiting Homemaker Does

- Supervises the children
- Plans and prepares meals

- Helps with the shopping if necessary
- Keeps the home in order
- Does the baby's washing
- Helps with needed ironing
- Gives patient care under doctor's direction
- Does "little extras" for older people and the infirm

The Visiting Homemaker does the numerous light, day-to-day jobs of the average homemaker. She is not a housekeeper and does not do heavy work--nor a nurse who assumes medical responsibilities. Her task is to do the things needed in a time of emergency to keep a home comfortable and functioning smoothly.

HOME MANAGEMENT COURSE IN COOPERATION WITH
HOMEMAKERS INCORPORATED

Mrs. Doris Bonar, Chairman, Home Economics Department
Joliet Central High and Junior College, and
Mr. F. C. Tompkins, Director of Adult Education
Joliet Township High and Junior College
Joliet, Illinois

A course dealing with home management from the standpoint of the professional homemaker was offered during the Summer of 1964. This course was offered under the auspices of the Trade and Industrial Division of the Board for Vocational Education and Rehabilitation. It seems that the Homemaking Division previous to October 1, 1964, and the advent of the Vocational Act of 1963, was unable to reimburse for this type of program. This course was a one-hundred-hour laboratory type course in which the women involved learned to manage a home. It was assumed that these women were of mature enough age that they were already managing their own home and needed only supplementary training to round out their professional training.

It was decided after a planning meeting was held with the Home Economics teacher, Director of Adult Education, and the local office of Homemakers Incorporated, a local employment agency for home service, to supplement rather than start at the beginning.

A tuition charge was made amounting to 50 cents per hour of class time. This included meals when that portion of the program was studied.

The home nursing program of the Red Cross was used as a basis for instruction in home care of the sick and only that portion of the nursing program that was felt belonged to the homemaker and not to the practical nurse was studied.

At the close of the one hundred hours, which covered the period June 22-August 6, 1964, a graduation ceremony, for which the eleven graduates prepared refreshments and acted as hostesses, was held.

The local Homemakers Incorporated, in conjunction with the students, had selected a uniform which employees representing the local agency should wear when they first appear on their new job. The local agency also provided a certificate of completion showing that these girls had completed one hundred hours of education in household or home management. The regular certificate of completion which the evening school regularly gives for 80 percent or better attendance was also a part of the graduation ceremony.

It was interesting to note that all of the graduates were placed within 72 hours.

An outline of the course follows:

Home Management

<u>No. lessons</u>	<u>Subject</u>
2	I. At work in the kitchen A. Use and care of equipment B. Time and labor efficiency
2 11	II. Keeping the body fit with good food management Basic food groups: nutrition and principles of cookery
1	III. Buying the family food A. Efficiency B. Variety in available markets C. Quality vs. price D. Market orders E. Storage
1	IV. Special Dietary Problems A. Low calorie B. Low cost C. Varying ages D. Special health problems E. Liquid and soft diets
2	V. Meal time a happy occasion A. Table setting B. Table decoration C. Service D. Etiquette E. Films and filmstrips
2	VI. Serving the family meals--work in groups of four (group includes 2 cooks, 1 host and 1 hostess) Two meals planned, prepared, and served by each group Each person helps prepare one of the meals
1	VII. Managing the day with a family
1	VIII. Knowledge of equipment, problems, cleaners, methods, makes the house cleaning easier.
1	IX. Laundry techniques, cleansers, and methods, determine washday moods.
2	X. Making a hit with the children may mean a longer job
7	XI. Proper home care can shorten the hospital stay

VISITING HOMEMAKERS PROGRAM

Mrs. Grace Burbidge, Coordinator, Special Homemaking Program, Department of Public Instruction, Salt Lake City, Utah.

Through the cooperation of the Utah State Vocational Home Economics Section of the State Department of Education a course of study was developed for "Homemakers Service" in 1963. This series of lessons was called "Certified Home Assistants" so that "Homemakers Services" could choose their workers from the trainees and other "Certified Home Assistants" would be channeled into employment through Utah State Employment Security offices. The course is terminal for "Certified Home Assistants," but for "Visiting Homemakers" additional on-the-job training is required.

The initial program was conducted in May, 1964. A concentrated forty-hour course was given over a period of three weeks in a local high school made available by the Salt Lake City Board of Education. Supplemental materials included mimeograph sheets and commercial and professional bulletins. Specialists were asked to participate where needed in the teaching program. The trainees who completed this course were screened, and from these individuals, the "Visiting Homemakers Service" in Salt Lake area was established. This service is a part of the United Fund Agency and administered under the Division of the Salt Lake Community Nursing Service with illness the criteria of assignment.

The course outline follows:

- I. Nature of the job
 - a. Difference between "Visiting Homemakers" and "Certified Home Assistants"
 - b. Employment practices
- II. Important qualities of the worker
 - a. Basic character traits
 - b. Working successfully with people
- III. Money responsibilities
 - a. Handling money
 - b. Simple budgeting
- IV. Emergency health care
 - a. Safety in the home
 1. Children
 2. Elderly

- V. Care of Children
 - a. Keyed to an outsider in the absence of the mother
 - b. Difference in age groups
 - 1. Understanding behavior
 - 2. Growth and development
 - 3. Emotional needs
- VI. Management of Household tasks
 - a. Care and use of equipment
 - b. Problems of laundry
 - c. Care of clothing
 - d. Cleaning
 - 1. What are Certified Home Assistants' duties
 - e. Sharing duties with household members
- VII. Food and Nutrition
 - a. Good nutrition and meal planning
 - b. Special diets
 - 1. Diabetic (Children and Adults)
 - 2. Low Sodium, ulcer, bland, etc.
 - c. Good buying
 - d. Care and storage of food
 - e. Basic cookery
- VIII. Understanding all Family Members
 - a. Working with the elderly
 - 1. Physical and emotional needs
 - b. Maintaining stability in time of stress
 - c. Respect for family customs
- IX. Special Services
 - a. Medical or Dental appointments, lessons, outside activities
 - b. Telephone--taking messages
 - c. Writing letters
 - d. Guests in the home
 - e. Paying bills
 - f. Signing papers--signatures
- X. Culminating activity
 - a. Home experience
 - 1. Planning, preparing, and serving
 - 2. Awarding certificates

A second series of lessons was conducted in October to fulfill the need for additional trained workers.

The State Employment Security service has set up a registry for "Certified Home Assistants" where these women are referred directly to prospective employers. There appears to be a great need in the community for mature, adult women who can go into a home and assume responsibility. Further courses will be given as community demands are evidenced.

Cooperating Agencies

1. State Department of Education
Vocation Division
Home Economics Section
2. Salt Lake City Board of Education
Adult School
3. United Fund Agencies
Salt Lake Community Nursing Service
4. Salt Lake City Board of Health
5. Utah Council on Aging
6. State Department of Public Welfare
7. Utah Power and Light Home Service Department

HOMEMAKER SERVICE IN LOUISIANA

Mrs. Ganata Lovell, Project Coordinator, Visiting
Homemaker Service, School of Home Economics,
Louisiana State University, Baton Rouge, Louisiana

The belief that home economics education should be providing more occupational training for adults, along with the widespread agreement that Homemaker Service was needed in the State stimulated the development of a Homemaker Service Program--an adult education program to fit the needs of the community.

The Visiting Homemaker is a product of the atomic age. In days gone by when a family was faced with illness or other emergencies, it could call on a relative or a neighbor for help. But in this stepped-up age of automation one's relatives may be a thousand miles away and he may not even know the people next door.

One of the most critical domestic problems in this space-traveling age is the care of the aged and chronically ill in the home. The urbanization of society, the increasing numbers of chronically ill and aging persons, and the rising costs of institutional care have created a pressing need for personnel prepared to help keep the family together in times of stress.

Homemaker Service provides such personnel for families that need a little outside help in maintaining their own homes. Like the regular homemaker, her primary responsibility is to help keep the family together rather than simply to provide domestic help. She will pay attention to health needs, to the selection, preparation and service of meals, and to the sick room routines. She will plan with the family for better arrangement of household equipment. She will take care of children and the aged or chronically ill and she will develop better understanding in family relations.

Persons who are interested in becoming certified as Visiting Homemakers are interviewed and carefully screened by the State Employment Service. Qualities which are desirable in a Homemaker Service trainee include: good health, dependability, and homemaking ability. In addition to experience in their own homes, these trainees who are accepted will receive a 20-hour special training program provided by the State Department of Education through the public school system. The home economics teacher is the key person in the organization of this program in a community. An advisory committee, made up of representatives from various agencies within the community, is formed to work with the home economics teacher. This training program is taught as a part of the vocational adult education program within the State Department of Education.

Resource persons from the local community are called upon to help with the training in certain areas.

To prepare those home economics teachers who are interested in participating in this program, special one-week workshops are held on the campuses of Louisiana State University and Southern University in the summer. Presently, we have a total of 62 teachers throughout the State who have attended these workshops.

During the two years that this program has been in existence, a total of 800 persons have been certified as Visiting Homemakers. Approximately 80 percent of the total indicated an interest in employment. Persons are allowed to receive the training for personal use providing they qualify according to the criteria used for screening the applicants.

The response to this new type of training program has been good. Those completing the training were persons with varied educational, socio-economic, and professional backgrounds. Included were professional persons such as school teachers, nurses, and secretaries. Many were homemakers who had never worked outside the home, but some were already employed and doing similar duties as a Visiting Homemaker or working in nursing homes. Many of the Negroes were domestic workers or cooks in lunchrooms.

It is estimated that approximately 50 percent of the Visiting Homemakers who were interested in employment have been employed since completing the training. Some of the situations in which these Visiting Homemakers were employed were in caring for elderly persons in their own homes who are victims of stroke, crippling diseases, cancer, blindness, or are incapacitated in some way. Homemakers have cared for children, keeping the family together during an illness of the mother.

This year, in some parishes, an extended course is being taught to give those Visiting Homemakers who were certified last year an additional 20 hours of depth instruction in specific areas. This was requested by the Visiting Homemakers after gaining some on-the-job experience.

PREPARING MAIDS AND BABY SITTERS IN PUERTO RICO

Isabel W. Martinez, Director
Home Economics Education
Departamento de Instruccion Public
Hato Rey, Puerto Rico

A project to prepare persons for employment as maids for Ramey Air Force Base in Aguadilla was developed a few years ago by our Home Economics Education program in coordination with the Trade and Industrial Education Program of the Department of Education, the Employment and Migration Bureau of the Department of Labor of Puerto Rico, and the Air Force Base officers. A total of approximately five hundred employees who would work in the homes of families living at the base were trained.

We have also organized some courses in baby-sitting as part of the regular adult education program in home economics. These courses were offered with the assistance of specialists from the Puerto Rico Chapter of the American Red Cross and the Department of Labor. It was a twenty-hour course which enables trainees to do part-time baby sitting. At the end of the course written information (in Spanish) was distributed to the trainees about important things to remember when baby sitting.

The training was sponsored by the Department of Education of Puerto Rico, the Department of Labor and the Base Officers on a free-of-charge basis to base personnel and maids. For the practical phase of this training, the base provided a model house equipped with the regular American-type furniture, household appliances, etc.

There was a sharing agreement between housewives and maids to the effect that maids were paid for the training hours provided they attended classes. They received training during duty hours. The teacher was available at all times during working hours (other than class time) for consultation with housewives in order to adapt instruction to their needs.

The total duration of the course was sixty hours--three hours weekly on a given day of the week for twenty weeks. The course consisted mainly of the following subjects: Cooking (American style), housekeeping, baby sitting, ironing, and washing.

A certificate was granted to the maids upon completion of training, and at Ramey Air Force Base only those maids having certificates were hired.

Description of Units Taught to Household Employees

Simple Food Preparation and Service

Throughout this unit, emphasis is given to the planning, preparation, and serving of simple breakfast, luncheon, and dinner menus. Emphasis is given to following a recipe, becoming familiar with kitchen equipment,

its proper use and care, table setting and correct serving. Trainees are also taught to use and care for electrical appliances such as the electric roaster, electric toaster, waffle iron, electric percolator, electric stoves, electric refrigerators and others. Emphasis is placed on hygiene of dishwashing, care of silver, china, and glassware, and general upkeep of kitchen. Some practical knowledge is also given about service for special occasions and the use of left overs.

General house-cleaning appliances

Trainees are drilled in the use of the vacuum cleaner and the variety of attachments used to clean rugs, upholstery, walls, etc. The use of such mechanical devices as dust mops, waxers, wall cleaning brush and extension rod, the rug sweeper, mop wringer, etc., constitute part of the training offered throughout this unit. Routine practices recommended in cleaning the living, the dining, the bed, and bath rooms are stressed. Emphasis is also given to furniture arrangement, care of Venetian Blinds, shades and windows, and flower arrangements.

Laundering

Proper laundering practices of different kinds of fabrics are emphasized throughout this unit. Use and care of the electric irons, automatic washing machine, wringer and automatic type washing machines, etc., are taught.

Child care

Training in various aspects of child care and first aid practices are offered.

Personal Grooming and Personality Development

This unit stresses personal hygiene and grooming, manners and courtesy and relationship between employer and employee.

Home Care of the Sick

A very short unit emphasizing some home practices in home care of the sick is offered. Making the bed, giving a bath to the patient in bed, preparing and serving a bed tray, cleaning the room for the sick, taking temperature and reading the thermometer, heating and applying the electric pad, and preparing hot and cold application are some of the practices offered.

ADULT EDUCATION FOR LOW-INCOME GROUPS: A COURSE
TO PREPARE FOR DOMESTIC SERVICE

Thelma Kathleen Jacob Kraft, Instructor
Home and Family Department
Southern Illinois University, Carbondale

In our area there seemed to be a need for Adult Education in low-income groups. This need was recognized by Mr. William Wanstreet, Jackson County Superintendent of Illinois Public Aid Commission. It was Mr. Wanstreet's belief that education can bring about social and economic changes that welfare payments have been unable to accomplish. As an outgrowth of this belief a series of homemakers' workshops for low-income families were initiated by the Jackson County Resource Development Committee.

The workshops for low-income homemakers were spearheaded by Mr. Wanstreet and Miss Mildred Nuttall, District Extension Adviser for the resource development program. The objectives of the workshops were three fold; first to improve homemaking efficiency; secondly, to provide evidence that these women will respond to educational programs; thirdly to help these women become gainfully employed.

Jackson County served as a pilot project for the program in the Southern part of the State. A committee of Public Aid personnel was established to develop a training program for domestics. Serving as chairman of the committee was Mrs. E. D. McGuire, a director of the Homemakers Extension Association. Other committee members were Mrs. R. G. Crisenberry, Mrs. Louis Wides, Mrs. George Swafford, Mrs. Harold O'Neil and Mrs. Lavern Dietz, member of the County Rural Area Development Committee. Members of the county welfare staff and extension staff served as consultants. Mr. Karl Munson, instructor in Rural Extension Recreation met with the professional staff and committee members to develop an employer survey to determine employer expectations of domestic workers. The survey questionnaire was designed for a telephone survey and had been pre-tested, but the county committee decided on a mail survey because of the time element required in taking a telephone survey. Some minor changes were then made in the telephone survey questionnaire to make it more compatible for a mail survey. This survey questionnaire was then mailed to Murphysboro homemakers. The names of the homemakers were obtained by taking a random sample of the St. Joseph's Hospital Auxiliary mailing list and three hundred forty-one surveys were mailed. Of these, one hundred fifty-nine were returned. From the surveys returned, forty-one indicated that the families were or intended to hire domestic workers.

The majority of the families hiring domestic employees, employed them for one day or one-half day per week.

The wages stated by twenty-two of the forty-one families were less than one dollar per hour, and sixteen families paid from one dollar to one dollar twenty-five per hour.

Following is a sample copy of the survey questionnaire which was mailed and the tallied results.

QUESTIONNAIRE

The Illinois Public Aid Commission and the University of Illinois Extension Service are cooperating in training domestic help for possible employment. In order to make this training practical we are trying to discover what potential employers want in domestic help. Your name will not be on the form and the data will not be identified with your name. Would you be willing to answer some questions that would help us?

INTRODUCTION

1. Have you ever employed domestic help? Yes___ No___
 A. When did you employ? Within last year___ Within last 5 yrs.___
 B. How many days per week? No. of days___
2. Do you plan to employ domestic help? Yes___ No___
 (If you get a "no" answer to both of the above questions, terminate the interview).
3. Have you been satisfied with their work? Yes___ No___
 A. If not, why not?
4. What hourly wages have you paid?
 A. 50 to 74¢___
 B. 75 to 99¢___
 C. \$1.00 to \$1.25___
 D. don't remember___
5. Do you carry personal liability insurance?
 A. Yes___ B. No___ C. Don't know___
6. How do you secure names of prospective employees?
 A. Friends _____
 B. Relatives _____ D. Neighbors _____
 C. Employment Office _____ E. Others (name) _____
7. Who keeps the Social Security records? Worker___ Employer___
 Both _____
8. Do you furnish transportation? Yes___ No___ Sometimes___
9. Do you furnish meals? Yes___ No___ Sometimes___

OPINIONS

10. If employee is late for work, what do you do about it?
 Cut their wages___
 Admonish them___
 Make up lost time___
 Nothing___
 Other (list)___
11. Do you require references? Yes___ No___
12. What objectionable habits have you encountered with domestic help?
 (Not to be asked of persons who plan to hire).
13. I am going to list a number of household tasks: tell me which ones you would consider to be "heavy work" and which ones "light work".

Dust furniture _____
 Sweep kitchen floor _____
 Defrost refrigerator _____
 Scrub floors _____
 Prepare meals _____
 Use vacuum cleaner _____
 Wax floors _____

Dust floors _____
 Wash with mechanical machine _____
 Wash windows _____
 Wash walls _____
 Clean closets _____
 Hang curtains _____
 Iron _____

QUALIFICATIONS

14. What duties do you expect domestic workers to perform?

Child Care _____
 Baby sitting _____
 Laundry: Home _____
 Ironing _____
 Housecleaning: _____
 Seasonal _____
 Weekly _____
 Daily _____

Plan and prepare family meals _____
 Assist with meal preparation _____
 Care of elderly people _____
 Dish washing _____
 Others (Please list) _____

15. Do you expect domestic workers to run errands? If so, what errands?

Marketing _____ Taking children to school _____
 Others (list) _____

15. What equipment do you expect employees to be able to operate?

Vacuum cleaner _____
 Floor polisher _____
 Automatic Washer _____
 Automatic Dryer _____
 Electric Range _____

Gas Range _____
 Furnace _____
 Electric Mixer _____
 Others (list) _____

17. What age persons do you prefer?

20 years and younger _____ 41 to 50 _____
 21 to 30 _____ over 50 years _____
 31 to 40 _____

QUESTIONS RELATED TO PERSON BEING INTERVIEWED

18. How many persons are there in your family?

Adults (18 years and over) _____
 Children (under 18 years) _____

19. How many family members are employed? Give number only

Men _____
 Women _____
 Boys _____
 Girls _____

SURVEY SUMMARY OF EMPLOYERS OF DOMESTIC WORKERS

Number of surveys mailed	341
Number of surveys returned	159

Of the surveys returned one hundred eighteen did not intend to hire domestic help, forty-one had or were hiring domestic help.

1. Have you employed domestic help?	Yes	40
	No	0
	Total	40
a. When employed:	Within last year	11
	Within last 5 years	16
	Within last 15 years	1
	Presently	<u>17</u>
		45
b. Days per week employed		
	<u>Days</u>	<u>Numbers of Families</u>
	$\frac{1}{2}$ day	9
	$1\frac{1}{2}$ days	1
	1 day	13
	1-3 days	1
	2 days	2
	3 days	3
	3-5 days	1
	5 days	3
	5 or more	<u>1</u>
		34
2. Do you plan to employ domestic help?	Yes	18
	No	13
	Seasonal	1
	Maybe	1
	If Capable	<u>1</u>
	Total	34
3. Have you been satisfied?	Yes	30
	No	0
	Partially	<u>9</u>
	Total	39

If not, why not?

Two persons reported, "Not thorough"

"Not dependable"

(a) have had employees in past who could not perform duties, were

(b) indifferent about learning how to work, or (c) "Uncertain results"

4. Check hourly wages that apply:

50 to 74¢	7
75 to 99¢	15
\$1 to \$1.25	16
Don't remember	3

A. Average spent / Month	Amt. Paid	Number of families
25.00 - 40.00 1	5.00	2
30.00 1	8.00	2
40.00 1	8.75	1
45.00 1	12.00	2
75.00 1	15.00	2
80.00 1	16.00	1
125.00 1	16.00-18.00	1
	20.00	2
No set amount	22.50	1
23		

5. Do you carry person liability?

Yes	30
No	8
Don't know	1
total	39

6. How have you secured names of prospective employees?

Friends 26	Employment office	1
Neighbors 9	Assistants office	1
Relatives 6	Newspaper	1
Previous employees 6		

7. Who keeps Social Security Records

Employer	11
Worker	8
Both	4
Not enough	1
Total	24

8 & 9.

Do you furnish	Transportation	Meals
Yes	11	22
No	15	8
Sometimes	13	9
Total	39	39

10. If employee is late for work, what do you do about it?

Cut wages	0
Admonish	1
Make up time	9
Nothing	19
Pay for time worked	4
Total	33

11. Do you require references?	Yes	24
	No	12
	Total	36

12. What objectionable habits have you encountered with domestic help?

Always wants to borrow money ahead. Not taking enough pride in work. Hit furniture with sweeper. General lack of interest. Too slow and not neat. Previous help not dependable. Will not do what I want done specifically. Sometimes careless work. None with the one I usually have but one left things cluttered, cleaning cloths on the waste basket; also poor work. In the past only; pilfering, untrained, untidy, not clean, inquisitive, discussed matters of home to public, complains of own personal problems, indifferent about work. None with present help, some talk too much. Chatter, gossip and complaining. Slow and late. Theft, smoking. Lack of interest, not thorough, Smoking. Sometimes did not show up and would not bother to tell me.

Note: 7 persons answered, 'None' -- 16 persons did not answer question.

13. Check household task -"L" light work-- --"H" heavy work.

Task	Light	Heavy	No answer
Dust furniture	37	0	4
Dust floor	37	0	4
Sweep kitchen floor	36	0	5
Use vacuum cleaner	30	5	6
Defrost refrigerator	26	6	9
Mechanical washing machine	26	6	12
Prepare meals	25	4	7
Hang curtains	22	12	6
Iron	14	21	4
Wash windows	10	27	9
Clean closets	10	22	1
Scrub floors	4	36	3
Wax floors	2	36	6
Wash walls	0	35	

14. Check duties you expect domestic workers to perform.

Duties	Number of Families
Housecleaning	
Seasonal	18
Weekly	28
Daily	5
Ironing	19
Dishwashing	12
Laundry (home)	6
Child care	5

Duties	Number of Families
Baby sitting	5
Plan and prepare meals	5
Assist with meal preparation	3
Care of elderly people	2
Care of ill people	2
Bed changing	1

Note: 40 persons answered this questions

15. Do you expect domestic workers to run errands:

	Families
Yes	1
No	39
Emergencies only	3
Marketing	2

16. Check equipment you expect employees to operate.

Tasks	Number of families
Vacuum cleaner	37
Floor polisher	25
Automatic washer	17
Gas range	17
Electric range	14
Electric mixer	11
Furnace	2

Note: 37 persons answered this question

17. Check age of person you prefer to employ

20 years or younger	0
21 to 30 years	3
31 to 40 years	26
41 to 50 years	12
Over 50 years	2
No preference	2

18. Number of persons in family.

Number of persons Number of families with:

	Adults	Children
1	2	9
2	25	7
3	4	2
4	4	1
5		1
Totals	35	20

19. Number of persons employed.

Sex of Employed persons	Number of families
One man	30
Two men	1
One woman	14
	3 (part time, only)
Man and Woman	13

Note: 34 persons answered this question

As a result of the survey information, the county committee set up a training school with the following ten lessons:

- Lesson 1 - Register participants' vital statistics with local employment agency; social security regulations for domestics; organization of work
- Lesson 2 - Two hands are better than one for most cleaning tasks; schedule recommended for usual cleaning tasks
- Lesson 3 - Manual cleaning and dishwashing
- Lesson 4 - Laundry procedure; removing spots and stains
- Lesson 5 - Use of electric powered cleaning tools
- Lesson 6 - Cleaning of resilient floors
- Lesson 7 - Cleaning of wood and glass
- Lesson 8 - Cleaning upholstered furniture and accessories
- Lesson 9 - Personal appearance and employer relationships
- Lesson 10- Employment interviews and graduation

This lesson included information on how to apply for a position on the telephone and in person. The students had actual participation in interviews with prospective employers. A tour through the Home Management House with a review of all the principles they had learned was given and immediately following, an evaluation by the students. Certificates were awarded to those completing the course at a tea.

The three-hour classes were held at the Jackson County nursing home and the Home Economics laboratories at Southern Illinois University each Tuesday and Thursday for four consecutive weeks. They were sponsored by the Illinois Public Aid Commission, the University of Illinois Home Extension Service, the Illinois State Employment Office, the Social Security office and the Department of Home and Family, Southern Illinois University.

Evidence of changed behavioral patterns of women participants included better grooming and increased confidence in their ability to do their work. Seventy-five percent of these people have become employed.

EMPLOYMENT TRAINING FOR OUT-OF-SCHOOL YOUTH

Ruth S. Kimpland, Chief Consultant
Home Economics Education
City Schools, Rochester, New York

In Rochester, New York, programs under the Manpower Development Training Act have been planned and a few have started. Those courses that relate to Home Economics are Household Technician, Broad Area Food Services and Waiters-Waitresses. These programs are for the out-of-school youth, and much stress is given to developing positive personal traits and characteristics.

HOUSEHOLD TECHNICIANS - A six-week course, six hours a day, five days a week. Two sections of 15 each are trained.

<u>Major Units</u>	<u>Clock Hours</u>
I. Orientation (nature of jobs, et cetera)	6
II. The Worker (personal qualities, relationships et cetera)	8
III. Fundamentals (organizational plans, basic housekeeping)	28
IV. Demonstrations and Practical Applications	60
V. Home Laundry	20
VI. Kitchen and Its Care	30
VII. Relationships to Other Family Members	8
VIII. Visit to NYS Employment Service (job interviews, et cetera)	10
IX. Special Projects (field trips, et cetera)	8

BROAD AREA FOOD SERVICES - This is a 12-week course in basic food service training. At the end of this period the learner's ability is assessed and, if he is recommended for future training, he may take a cook's course. At the completion of the 12-week course the person may become a counter man or its equivalent. The cook's training course is one year (12 weeks basic plus 40 weeks of advanced work.) Two groups of 15 can be trained at the present time but eventually facilities to train 175 will be available.

WAITER-WAITRESS - A 6-week course, 6 hours a day, 5 days a week. Two sections of 15 are trained.

<u>Major Units</u>	<u>Clock Hours</u>
I. Orientation	10
II. The Worker	10
III. Employment Securing Procedures	10
IV. Fundamentals (taking orders, setting tables, et cetera)	20
V. Demonstrations and Applications	10
VI. Types of Service	15
VII. Staff Relationships	10
VIII. Breakfast Service	25
IX. Service Procedure	10
X. Simple Food Preparation	20
XI. Lunch	15
XII. Dinner	10
XIII. Banquet and Buffet	15

The participants in the programs receive a minimum of twenty dollars a week. The total capacity of learners for all programs is 1200 youths. For this number there will be twelve counselors, a psychologist, and a personality counselor. Classes are scheduled during the day, 8:30 - 3:00 and also in the afternoon and evening, 3:30 - 10:00.

ADULT EDUCATION FOR EMPLOYMENT IN YOUNGSTOWN, OHIO

Gertrude E. Hendricks, Director
Family Life Education
Department of Adult and Vocational Education

The Youngstown Family Life Education Program includes among its many offerings a course for Home Assistants or Home Attendants. Twenty-four graduates of this course have become employed in private homes or as Aides in hospitals.

The ten-week course is held six hours a day, five days a week, and enrollment is limited to twenty-five students per section.

The course content and experiences include:

Orientation to the job
Qualifications of the employee (grooming, dress, personal relationships, work skills, job applications, etc.)
Understanding of people: aged, senile, children, the sick or convalescent, physically handicapped, emotionally disturbed, etc.)
Field trip to County Home
Work in classroom kitchen (use of tools, utensils, management principles)
Food preparation service (meals, diets for patients)
Appliances (range, refrigerator, laundry, small appliances, etc.)
Laundering procedures
Safety
Housekeeping practices
Patient Care
Child Development

Another course prepares Nursery School Aides. Of the sixteen persons completing this course thus far, six were immediately absorbed in nursery schools operated by the Associated Neighborhood Centers located in their area and economically deprived areas. Others were employed by local private agencies. Two are caring for children at bowling alleys, and two are hospital attendants working in the children's ward.

This 16-week course includes observation of children in nursery schools and in other situations, films, demonstrations, interviews, attendance at parent meetings, field trips (e.g., to children's library, hospital), guest speakers (e.g., speech therapist), reading, and written reports. An outline of the subject areas covered follows:

SUBJECT AREAS

I. INTRODUCTION

A. PURPOSE OF THE TRAINING PROGRAM

1. What is it?
2. How it started
3. Advisory committee
4. How it is financed
5. How is responsible for training program

6. Job opportunities (potential)

7. Value of training

B. ORIENTATION OF SELF

1. How to study
2. Budgeting time
3. Use of library
4. Adjustment of self to program

II. FROM ONE TO THREE

- A. He becomes a toddler
- B. Walking enlarges his world
- C. The age of accidents
- D. Sleeping habits change
- E. Feeding the toddler
- F. When to start toilet training
- G. Learning to talk
- H. Learning to play
- I. Living with a toddler

III. THREE AND FOUR-YEAR OLDS

- A. Fathers are important
- B. When parents disagree
- C. Quarrels
- D. Jealousy
- E. Learning right from wrong
- F. Learning to tell the truth
- G. Imaginary companions
- H. Fears
- I. Teaching about sex
- J. Questions about death
- K. Teaching good behavior
- L. Play
- N. Nursery School

Second Week:

IV. FIVE YEAR OLDS

- A. Which hand to use
- B. He becomes industrious
- C. Prejudice
- D. Television
- E. Getting him and yourself ready for school

V. SPECIAL PROBLEMS

- A. Moving
- B. Going to the hospital
- C. When a child has a handicap

VI. KEEPING THE CHILD HEALTHY--1 week

- 1. a. What determines size
- b. Good teeth
- 2&3. c. Food for children
- 4. d. You and the doctor
- e. Preventing disease
- 5. f. Safety in the home and center

VII. WHEN A CHILD IS SICK--1 week

- 1. A. Arranging the sick room
- B. Amusing a convalescent
- 2. C. Home nursing techniques
- D. Disease and disorders
- 3. E. Practical Experience

VIII. EMERGENCIES

- A. Bites and stings
- B. Broken bones
- C. Burns
- D. Choking
- E. Convulsions
- F. Cuts and bleeding
- G. Ear troubles
- H. Particle in eye
- I. Puncture wounds
- J. Splinters
- K. Poisoning

3rd Week

ORIENTATION PERIOD

PURPOSE OF LABORATORY EXPERIENCE TRAINING PROGRAM

- 1. What is it
- 2. How it started
- 3. How it works
- 4. Who is responsible
- 5. Value of training to children to enrollees

THE LABORATORY APPROACH

- 1. Other possible approaches
- 2. Why this type was chosen
- 3. How it operates
- 4. Value of this approach over others
- 5. Selection of text--why this one?
- 6. Other resource materials, including library at center and public library

GETTING ACQUAINTED WITH THE LAB

I. Introducing the People

- A. The Nursery School is a human relations laboratory
 - 1. Place where young children learn
 - 2. Where adults can learn as they observe
 - 3. Where students can learn about people

II. DESCRIBING THE NURSERY SCHOOL

- A. We must know something about a nursery school if we are to use it as a laboratory.

Describing the Nursery School (cont'd)

1. What is a nursery school?
2. Many factors are considered in a good nursery school program.
3. a. The number of children in a group
 - b. Length of school day
 - c. Rest and eating
 - d. Ages and range in age
4. The program is a flexible one
5. What does a typical program include?
6. Let us follow a hypothetical child through a day's program
 - a. Other children follow other patterns
7. Let us follow a hypothetical teacher through her day
8. Different types of schools have developed serving different purposes
- B. Values of nursery school include education for parents
 1. Nursery schools are of value as a supplement to family life
 2. Many unmet needs remain

4th Week

III. EQUIPMENT AND CURRICULUM

- A. The equipment and curriculum influence human relationships in the school
 1. Equipment
 - a. The nursery school building
 - b. Selection and arrangement of equipment is important
 - c. The curriculum
 2. Art and Music
 - a. Books should fit the interest of the children
 - b. Books should be attractive and interestingly presented
 - c. Effect of the story on the child deserves to be considered
 3. Science
 - a. Where children are having experiences with animals, they come in contact with the facts of death, life
 4. Social studies may be carried on by taking trips and having visitors

5th Week

EXPLORING AREAS OF COMMON EXPERIENCEI. INITIAL SUPPORT THROUGH GUIDES TO SPEECH

- A. We are likely to feel inadequate at first
- B. Guides or simple rules give support
 1. In speech
 - a. State suggestions or directions in a positive rather than a negative form
 - b. Give the child a chance only when you intend to leave the choice up to him.
 - c. Your choice is a teaching tool. Use words and a tone of voice which will help the child feel confident and reassured
 - d. Never depend on changing behavior by words which may make the child feel less respect for himself such as by blaming him or making him feel guilty.
 - e. Avoid motivating a child by making comparisons between one child and another or encouraging competition
 - f. Restrict the child in a way that is related to his own motives or interests whenever possible.
 2. In action
 - a. Avoid making models in any art medium for the children to copy
 - b. Give the child a minimum of help in order that he

- may have the maximum chance to grow in independence, but give the help the child needs.
- c. Make your suggestions effective by reinforcing them when necessary.
 - d. Forestalling is the most effective way of handling problems. Learn to foresee and prevent rather than mop-up after difficulty.
 - e. When limits are necessary, they should be clearly defined and consistently maintained.
 - f. Use the most strategic positions for supervising.
 - g. The health and safety of the children are a primary concern.
 - h. Observe and take notes.

II. GOALS TO BE ACHIEVED

- B. Goals for children...what we want the nursery school experience to do for them:
 1. Promote health.
 2. Promote physical growth and motor development.
 3. Increase independence-the ability to meet and solve problems.
 4. Increase self-confidence. Add to feeling of being an adequate person.
 5. Increase feeling of security with adults, with other children, in a variety of situations.
 6. Increase liking for others and understanding of their needs.
 7. Increase understanding of self and acceptance of reality.
 8. Increase ability to handle emotions constructively.
 9. Extend and enrich avenues of self-expression in art, music, rhythm, language.
 10. Extend and enrich understanding of the world; broaden intellectual horizons.

- B. Goals for adults...what we want the nursery school experience to do for us:

1. Promote growth in understanding children and skill in meeting their needs, individually and in groups.
2. Promote growth in understanding one's self, in handling feelings and using one's own resources constructively as a teacher, a parent, a citizen.
3. Promote growth in understanding other adults and skill in working with others to develop the capacities of individuals.
4. Promote growth in understanding group needs and skills in relating the nursery school to community needs and in participating in effective programs of social action to meet group needs.

6th Week

HELPING CHILDREN ADJUST TO NEW EXPERIENCES.

- I. We all know what it is like to be in a new situation.
 - a. Each child has characteristic patterns of response to new experiences.
 - b. There are reasons for differences in adjustment.
- II. Entering nursery school is an important experience.
 - a. Readiness for nursery school.
 - b. The significance of the experience for the child.
 - c. Each child comes differently equipped.
 - d. Relationship with his Mother and his teacher are important.
- III. The process of helping the child and his parents.
 - a. One step in the process is a conference.
 - b. Another step is visiting the school.
 - c. Attending for part of the session is another step.
 - d. There must be opportunities to develop a relationship with the teacher.

- e. A clear understanding about the length of time the child is to stay helps in the adjustment.
 - f. The Mother's feelings influence the child in his adjustment.
 - g. The teacher finds ways to help both the child and the Mother.
 - h. Regular attendance for part of session without his Mother comes next.
 - i. The teacher plays an active part in helping the child separate himself from his parent.
 - j. The Mother helps with her understanding.
- IV. The child is ready for full-time attendance without his Mother.
- a. Ralph, whose Mother could give him time to grow in feeling secure.
 - b. Walter, who found it easy to have fun.
 - c. Peter, who wanted the teacher to help him.
- V. Adjusting to their new experiences.
- a. All new experiences need to be handled carefully to build greater confidence in the child.
 - b. The adult's feelings influence the child's.
 - c. Watching children meet new experiences gives one insight into the way they feel.
 - d. Children give defenses when feel unsure.
 - e. Children need help when they act defensively.
- d. Pressure of public opinion is often an obstacle for parents.
 - e. Adult attitudes and standards may complicate the toilet problem.
 - f. Children gain from the sound handling of toilet experiences at nursery school.
 - 1. Be alert to the meaning of what the child does at toilet time.
 - g. A child is reassured by the casual attitude of the adult.
 - 1. It is better to have a wet child than a resentful one.
 - 2. Acceptance of children's interest in each other at toilet time promotes healthy adjustment.
 - h. Procedures that are constructive.
 - i. Establish a schedule for toileting.
 - j. Example of problems in the toilet situation.
 - 1. John
 - 2. Mary
 - 3. Sam
 - 4. Alice

III. MEALTIME

- A. Strong feelings also exist in the eating situation.
- B. Adult behavior and attitudes influence the child.
- C. Some basic attitudes develop in the feeling situation.
- D. What are our goals for the meal situation?
- E. Without interference a healthy child enjoys eating.
 - 1. Having sensory experiences with food are part of learning to like food.
- F. Emotional disturbances affect appetite.
 - 1. Small servings may mean more food eaten.
 - 2. We should not try to extend the child's food horizons too rapidly.
 - 3. Feelings influence food habits.
 - 4. There are ways in which we can help.

- G. Behavior at mealtime has meaning.

IV. REST

- A. What the teacher does is important.
- B. Dependency needs are greater at rest time.

V. THE RELATION OF ROUTINES AND THE DEVELOPMENT OF INDEPENDENCE

- A. Problems occur at "transition points"

7th Week

HELPING CHILDREN IN ROUTINE SITUATIONS

I. UNDERSTANDING IS IMPORTANT IN EVERYDAY EXPERIENCES

II. TOILETING

- a. Experience in the toilet room offers opportunities for teaching.
- b. Early experiences with toileting.
- c. Training for toilet control has an effect on many areas of behavior.

- B. Changes can be made.
- C. The child wants to be independent.
- D. Our need to help may interfere.
- E. The child reverts to dependency at times.

8th Week

UNDERSTANDING FEELINGS IN AREAS WHERE
FEELINGS ARE STRONG

I. BUILDING FEELINGS OF CONFIDENCE
AND ADEQUACY.

- A. Feelings of confidence and adequacy are important for all of us.
- B. Foundations for feeling adequate and confident.
- C. Influence of adults
 - 1. Children are influenced in their feelings by attitude of adults.
 - a. We are afraid of "spoiling" children.
 - b. What does "permissiveness" mean?
 - c. Parents need to be secure people.
 - 2. A child may be offered many different kinds of experiences by adults.
 - 3. Recognizing the child's feelings.
 - 4. Observe behavior first.
 - a. There are clues to a child's feeling in behavior.
 - b. There are clues in a child's speech.
 - 5. Patterns of behavior give clues to feelings of security and adequacy.
 - a. Thumbsucking may be a symptom of insecurity.
 - b. Mary took her own thumb out of her mouth.
 - 6. All nervous habits are symptoms.
 - 7. Speech reveals adjustments.
- D. Accepting the child's feelings.
 - 1. We must face and accept feelings if we are to offer help.
 - a. Accepting our own feelings may be difficult.
 - b. Acceptance helps the child.
 - c. We can voice our acceptance of feeling.
 - 2. We can see that feelings are expressed.
 - a. In words
 - b. In crying
 - c. In movements
 - d. Through creative media.

- E. Confidence through expression.
 - 1. The timid child may be reassured by finding even "bad" behavior accepted.
 - 2. A child feels more secure when he is having satisfying experiences.
 - 3. Good teaching contributes to development of adequate feelings.
- II. HANDLING FEELINGS OF HOSTILITY
AND AGGRESSIVENESS.
 - A. Hostility and aggressiveness are problems for individuals and groups.
 - B. Hostility and aggressiveness are tied up with growth.
 - C. Children need to express hostile feelings.
 - D. Adults must accept hostile feelings in themselves.
 - E. Source of hostile feelings.
 - 1. New baby at home creates situation in which hostility needs to be liquidated.
 - a. John's parents could accept his real feelings about the coming of a baby.
 - b. Liquidating hostile feelings at the nursery school.
 - 2. Necessity for keeping good and clean.
 - 3. The clue may be a small one.
 - 4. Failure to get attention and response.
 - 5. "Nudging" and harsh methods of control.
 - a. Sam desperately wanted to feel big.
 - 6. To every child, even friendly adults may seem to be a threat.
 - F. Releasing hostility and aggression.
 - 1. What are possible avenues for expression of feeling?
 - a. Language is a valuable outlets for feelings.
 - b. Art and music are outlets for feelings.
 - 2. How the teacher meets aggressive behavior.
 - a. The teacher helps children by her example.

- b. The teacher helps when she accepts and interprets behavior.
- c. The teacher gives special help to hostile and insecure children.
- G. Reducing Hostility
 - 1. Suitable environment.
 - 2. Unsuitable environment.
 - 3. Punishment adds to the emotional burden of the child.
 - 4. Excessive hostility may need to be reduced in a direct and vigorous way.
 - 5. The needs of some children cannot be met in a group situation.
 - 6. Group experience has special value for the timid child.

DEVELOPING RELATIONSHIPS IN GROUPS

- . DESERVES STUDY
- . VALUES OF GROUP RELATIONSHIPS
 - A. A more realistic concept of self.
 - B. Self-confidence.
 - 1. Overcoming feelings of becoming helpless.
 - 2. Resistance may be expressed indirectly.
 - 3. We need to value children's resistance.
 - 4. Children find that they can like teachers.

- I. Readiness for group experience.
 - 1. Group experience has value if the child is ready.
 - a. Readiness for the group depends on the preparation of the child in his family.
 - b. Readiness to enter the group depends on what the group is like.

TEACHER GUIDANCE

- A. The teacher helps the child by her acceptance of him in the group.
- B. The teacher helps to promote sound feelings.
- C. The teacher helps with techniques for getting along with others.
 - 1. The teacher helps by being careful not to interfere.

V. CONCEPTS TO BE LEARNED.

- A. Children in groups learn about property rights and taking turns.
 - 1. Special cases arise under this concept of property rights.

VI. ADJUSTING TO THE GROUP

- A. Children find their place in the group step by step.
- B. Close friendships are often a source of strength.
 - 1. Lester developed after he found a friend.
- C. Some children never find close friends.
- D. Our goal is to help children like each other.
 - 1. Isolation does not usually help.
- E. A child gains from being given help in the group.
- F. Rivalry creates problems.
 - 1. In spite of conflicts children belong together.

9th Week

OBSERVING INDIVIDUAL GROWTH AND GUIDING IT

I. IN DRAMATIC PLAY

- A. Dramatic play is like frosting on the cake.
- B. Encouraging dramatic play.
 - 1. The meaning of dramatic play.
 - a. Dramatic play is one way to handle the problem of being "little".
 - b. Play makes children feel less helpless.
 - c. Disturbing experiences are often acted out.
 - d. Play offers an opportunity to drain off negative feelings.
 - e. Many kinds of feelings are revealed in play.
 - 2. Examples of dramatic play and the teacher's role.
 - 3. The beginning of group games develop out of dramatic play.

II. THROUGH CREATIVE EXPRESSION

- A. What are values in creative expression?
- B. Language
 - 1. Ruth expresses her feeling through language.
 - 2. Language is more than an avenue of communication.
 - 3. Self-expression through the use of language can be encouraged.
- C. Music
 - 1. The tones of the human voice tell us a great deal.
 - 2. Satisfying activities stimulate singing.
 - 3. Setting patterns should be avoided
 - a. The ability to keep time improves with maturity rather than practice.
 - b. The ability to sing improves with practice.
 - 4. Listening is important.
 - 5. Children enjoy using many instruments.
 - 6. Children find rhythm experiences everywhere.
- D. Art
 - 1. The process rather than the product is important.
 - 2. How do we avoid patterning?
 - 3. Finger paints are valuable.
 - 4. Crayons versus paints.
 - 5. Clay is another desirable medium.

WORKING WITH PARENTS

- I. WE NEED TO UNDERSTAND THE PARENT-CHILD RELATIONSHIPS.
- II. WE GET ACQUAINTED WITH PARENTS AS THEY COME WITH THEIR CHILDREN.
 - A. Jean and her mother
 - B. Beth and her mother
 - C. Tommy and his mother
- III. MOST PARENTS LOOK FORWARD TO THE CHILD'S FIRST SCHOOL EXPERIENCE.
- IV. WE NEED TO HELP PARENTS FEEL COMFORTABLE AT SCHOOL.
- V. SOME PARENTS FIND IT DIFFICULT TO ENTER A CHILD IN NURSERY SCHOOL.
- VI. TEACHERS NEED TO BE AWARE OF THE FEELINGS OF PARENTS.
- VII. PARENTS INTEREST IN LEARNING IS VERY GREAT.
- VIII. LEARNING MEANS CHANGING. WHAT IS IT LIKE TO CHANGE?

- A. Resistance to changing will be expressed in a variety of ways.
- B. What is our goal as we try to help parents learn?
- C. The teacher offers a professional relationship to the parents.
- D. Parents and teachers work together through--
 - 1. Individual conference.
 - 2. Home visits.
 - 3. Observation at school.
 - 4. Parent meetings.
 - 5. Parent participation in the school.
- E. What would any one of us want to find in a nursery school to help us learn?

IX. ACCEPTING OUR RESPONSIBILITY

- A. Learn to OBSERVE children, to recognize the UNIQUENESS of each individual, to search for MEANING back of an act, to ACCEPT THE CHILD AS HE IS and TO HAVE CONFIDENCE IN HIS GROWTH IMPULSES.

10th Week

DEVELOPING RESPONSIBILITY IN CHILDREN

What is responsibility?
 Timing is important.
 When there is work to be done.
 Rewards and punishment.
 Pushing too hard--expecting too little.
 Responsibility at school.

WHEN CHILDREN FACE CRISIS

Childhood is not all sunshine.
 Meeting everyday problems.
 When parents are ill.
 When children are ill.
 When parents part.
 Understanding death.
 Children and the military crisis.

SPECIAL PROBLEMS

When a child hurts other children
 When a child is destructive.
 When a child uses bad language.
 When a child won't share.
 When a child sucks his thumb.
 When a child wets.
 When a child masturbates.
 When a child has fears.

CHILDREN AND TV (for parent meeting)

Good or bad?
 Do children still read books?
 Is TV hard on children's eyes?
 Does TV interfere with sleep?
 Does TV upset frightened children?
 Does TV encourage passivity?
 Does it affect children's attitudes?
 What are they seeing?
 What are they looking for?
 What can parents do?
 Time budget.
 Who set standards?
 Educational TV--what is it?

THE MOTHER WHO WORKS OUTSIDE THE HOME

To work or not to work?
 Working for what?
 But what about the children?
 Can there be a substitute for Mother?
 How does it work--the emotional aspects?
 When they go to school.
 Children's feelings count, too.
 Fathers count, too.
 Guilt, the bugaboo.
 "I just try to keep my family happy"
 Other tricks of the trade.
 Other lines of communication.
 Discipline, inner and imposed.
 The one-parent family.

THE ONE-PARENT FAMILY

Only one parent in the home
 Who is she?
 Why is she?
 What does she face?
 In herself
 Her family
 With others
 The school's role
 The church's role
 The community's role
 Her own responsibility
 Financial problems
 Emotional problems
 Social problems
 Psychological problems
 Feelings of:
 Guilt, inadequacy,
 frustration, etc.
 How do they solve these problems?
 Satisfactory
 Unsatisfactory

12th Week

WHEN CHILDREN NEED SPECIAL HELP WITH EMOTIONAL PROBLEMS

Why do problems begin?
 How can unconscious thoughts and feelings cause trouble?
 Danger signals--birth to 2 years.
 2-4 years, 4-6 years.
 When does a signal need further attention?
 What is meant by special help?
 How to go about getting help.
 Who will treat my child?
 Where are children treated?
 Do I get help too?
 What will treatment cost?
 How long will it take?
 Won't I be blamed for my children's problems?
 What will people say?
 Won't the therapist learn all our family secrets?
 Will my child turn against me?
 How can treatment help?
 What if husband and wife disagree about the need for it?
 What therapy can and cannot do.
 A look ahead.

AGGRESSIVENESS IN CHILDREN

What is aggressiveness?
 How hostility begins.
 Affection is a safeguard.
 Parents have to feel their way.
 Children want to grow up.
 Behavior has inner meaning.
 Some danger signs--how hostility shows itself...the "No, I won't" stage.
 Destructiveness
 Tantrums
 Jealousy
 Hurting others
 Bad language
 Not assertive enough
 Child and his friends
 Parents and discipline
 Children are individuals in own rights
 Parents carry their childhood with them

WHEN EMOTIONAL ILLNESS STRIKES

Who is ill?
 What are some of the problems of the adults?
 Children? relatives?

When ...strikes (continued)

What basic problems does the one who is ill face?
 The community's role?
 church, agency
 Attitudes are important.
 Financial adjustments.
 Social adjustments.
 Guilt feelings
 Family support
 Spouse's role
 Children's role
 Other relatives' attitudes.

13th Week

PERSONALITY DEVELOPMENT

When does it start in the child?
 How can it be developed?
 Persons responsible for its development?
 No two children are alike
 When the new baby comes
 What makes good discipline?
 Parents and children together.

14th Week

HOME PLAY AND PLAY EQUIPMENT

Play and the family
 Space for play
 Play and learning
 Imaginative play
 Other values in play
 playing alone
 playing with other children
 trips
 enjoying guests
 Toys
 Books and story telling
 Music and dancing
 Quiet activities
 Radio and TV
 Providing for outdoor play
 Learning Do's and Don'ts
 Swings
 Sandbox

15th Week

PARENT COOPERATIVE NURSERY SCHOOL

What are they?
 How they are organized?

Values

Learning on the job
 Meeting children's needs
 The 3 R's of discipline
 Relationship, readiness,
 responsibility
 Provide a rich play life
 Group process among parents
 Cooperatives and the community
 Self-understanding

DISCIPLINE (parent education meeting)

What is it?
 How you get it?
 Respect
 A way of life
 Suggestions for carrying out
 When parents explode, when children
 explode
 Friction preventers
 Making allowances
 More discipline, not less
 SELF DISCIPLINE
 Discipline is COMMON SENSE

GIVE THE CHILD A GOOD START

Setting the stage
 No two children are alike
 Growing and changing
 When babies cry
 Children and food: step by step
 Children like to eat
 Some things to watch for
 Some ways to make mealtime pleasant
 Children like to feed themselves
 But children don't always like to
 to sleep
 Toilet training
 Wetting
 Some don'ts...some do's
 Going exploring
 When your child obeys...disobeys
 What to do
 To spank or not to spank

THROUGH THE WEEK NURSERY SCHOOLS AND KINDERGARTENS

Many are church sponsored
 Work with parents is an integral
 part of any good nursery school
 program.
 Who are its teachers?

How is it financed?
 How can one be organized?
 Who are the children?
 Integrated?
 Values?
 Purposes?
 Settlement Houses
 Private--Nursery Schools ($\frac{1}{2}$ day)
 Private--Child Care Centers
 All-Day Neighborhood Schools

HOW TO CHOOSE A NURSERY SCHOOL

The school staff
 Experience with people
 The physical set up
 What to look for
 Program and equipment
 Transportation
 Teachers and parents
 Costs and ways of meeting them
 Where to write
 What to read.

DAY-CARE MOVEMENT

Ohio's program
 National program
 Youngstown's centers
 Rules for Day-Care Centers
 The role of the State Welfare
 Department
 The role of the State Education
 Department

PARENT EDUCATION MOVEMENT

Study groups
 Lay-leaders
 Professional leaders
 Types of programs
 Methods used
 Movies
 Role Playing
 Plays
 Case Histories
 Demonstrations
 Book Reviews
 Panels
 Symposiums
 Discussion
 Special skills of groups used
 Purpose of groups
 Values received
 Conferences--parent-teacher
 Interview--parent-teacher
 School's role
 What communities have parent education
 program
 Review of New York City's All-Day Care
 Centers
 Youngstown's Day-Care Centers

SUMMARY OF ENTIRE COURSE

What skills have been learned?
 How can they be used?
 Problems on the job? How they can
 be faced?
 Employee, employer relationships
 Job application
 Job opportunities
 How to apply for openings
 Your 1st day
 Employment office, its role.

PREPARATION FOR CHILD CARE IN SEATTLE

Mrs. Elba Crum, Consultant
Family Life Education
Adult and Vocational Division
Seattle, Washington Public Schools

The Adult and Vocational Division of the Seattle Public Schools offers courses and workshops to prepare baby sitters, nursery school aides, foster day care parents, and teachers and volunteers for the city's four day-care centers.

The course entitled Baby Sitting and Child Care is a lecture and discussion class for mature women who assume responsibility for children when parents are away from home. It meets for ten weekly two-hour sessions under the direction of a Family Life staff member or resource persons from various agencies. Topics covered include: Living in Someone Else's Home, Advance Preparations and Safety Precautions, What Are Children Like? Care of Babies, The Run-About Child, The School-Age Child, Handling Emotions and Understanding Behaviour, Individual Difference--Aggression, Shyness, etc.; Discipline, - and What About Quarreling? When Children Ask Questions, Convalescent Child, Where to Turn for More Help.

The class is recognized and endorsed by: The Family Service Association, Puget Sound Association for Nursery Education, Seattle Day Nursery, and Neighborhood House, Incorporated.

A Family Life certificate in child care is awarded upon completion of the course.

The following outlines indicate the structure of a course for Foster Day Care Parents, a program for Cadet Teachers, a workshop for Preschool Enrichment, and the curriculum outline for Volunteers, Instructors, and other Adults Working with Culturally Deprived Families.

FOSTER DAY CARE PARENTS' COURSE

Wednesdays, April 29 through June 18, 1964 University Presbyterian Church
7:30 to 9:30 p.m. 4540 15th N.E. Room 305

Session I--NEW DIMENSIONS IN FOSTER DAY CARE

General introduction to course and course requirements
Licensing, education and Federal funds
Responsibilities of a Substitute Parent
Relationships with Parents
Fees and Collections
Advance preparations
Distribution of materials for home reading

Resource Person: Mrs. Janet Van Law, SDPA, Child Welfare Service,
Foster Day Care Program

Hostesses, social time, Foster Day Care Parents who completed the previous series.

Session II--WHAT ARE BABIES LIKE?

Laws of growth and development

Caring for the Baby

Demonstrations

Distribution of materials for home reading

Resource Person: Mrs. Edith Patten, Seattle Childbirth Education
Association and Instructor in Family Life Education

Session III--DEVELOPMENTAL SEQUENCES

Brief discussion of home reading

What We Expect of Children

Individual differences

What about toilet training?

Discussion

Brief reading reviews assigned

Session IV--HELPING CHILDREN CHANNEL EMOTIONS

Basic needs and what are emotions?

Why children need limits

Some new ways in discipline

The importance of consistency

Discussion

Distribution of materials for home reading

Session V--EXPERIMENTAL THEORIES IN CHILD DEVELOPMENT

The Psychoanalytic Theory and the Operant Theory

Some Recent Research

Effects on Children's Behavior

Resource Person: Mrs. Florence Harris, M.S., Director
Developmental Psychology Laboratory
University of Washington

Session VI--ENCOURAGING CREATIVITY IN CHILDREN

Creative Activities

Importance of both large and small muscle activities

An Aid to All Phases of development

Equipment Need not be Expensive

Demonstrations

Distribution of materials for home reading

Brief reading reviews accepted

Session VII--SAFETY IN THE HOME

General Safety

Hazards in the Home

First Aid and Mouth-to-Mouth Resuscitation

Poison Control

Award Winning Film: "That They Shall Live" Resource Person Fire Department

Session VIII

Adequate Insurance

Income Tax Deductions

Social Security

Reading Reviews accepted

Resource Persons: Representatives from the Internal Revenue Service
and from an insurance company

A Family Life Education Certificate in "Child-Care" will be awarded to class participants who complete the requirements of this course.

Further Sessions will be Offered on Request

SCHEDULE AND SUGGESTIONS FOR CADET TEACHING in Parent Cooperative Preschool Groups

The suggested schedule for cadeting is one day each week for six weeks, beginning the week of _____ and continuing through the week of _____. It is recommended that the cadeting teacher participate on the same day of each week. This way she can become well acquainted with one group of mothers and their daily routine. The day selected should be the one most convenient for cadet, instructor, and children's leader alike.

The cadet teaching experience should be a shared one between the mothers, the cadet, the children's leader, the instructor, and the children. All have a contribution to make to the experience. The mothers should be told in advance about the new teacher and encouraged to help her feel welcome in the group. The cadet should be invited to one of the monthly mothers' meetings and she should arrange to attend.

The cadeting teacher should remember that she is in the group to learn and should respect their way of doing things, whether or not she agrees with everything that is being done.

She needs always to check with the children's leader before presenting any new materials or plans to the group.

If at all possible the cadet should arrange to arrive a few minutes before the mothers and children and leave a few minutes after their departure.

It is important that the instructor be available for observing and guiding the teaching experience for the cadet. It is likewise important for the cadet to arrange her time so that she is able to meet with the instructor to discuss and ask questions regarding her work.

First Session:

Observe the daily routines
 Learn the children's names
 Become familiar with the set-up and expectations of the group.
 It is suggested that the children's leader "tag" each child with his name and age.
 Introduce the cadet to the mothers.

Second Session:

Observe and participate, minimally
 Offering children help, as with a hand zipper or some such, is sometimes a concrete way to show one's friendliness
 The children's leader may feel free to call on the cadet for help in areas where she can demonstrate her friendliness to the children.

Third, Fourth, and Fifth Sessions:

The children's leader, instructor, and cadet should plan these sessions so that the cadet has the opportunity to work in all areas and be ready for the 6th session when she will be in charge of the group.

Sixth Session:

Cadet assumes the responsibilities of the children's leader. The instructor is her assistant; the children's leader is excused for visiting another preschool group.

CURRICULUM OUTLINE FOR VOLUNTEERS, INSTRUCTORS, AND OTHER ADULTS WORKING WITH CULTURALLY DEPRIVED FAMILIES

- I. Ability to recognize, understand and accept cultural differences.
- II. Some skills in building relationships with families. Simple interviews and conferencing.
- III. A recognition of the values inherent in children's play. Development of creative and free play. Learning about space, size, weight, distance.
- IV. Understanding of social skills which must be developed in these early years. Learning about relationships through situations and objects. Relationships with other children. Ability to relate to other adults outside the family circle.
- V. An understanding of children's emotional needs. How to handle anger, aggression and fears. How to help children develop controls-- within preschool group or within families. Understanding the use of creative materials.
- VI. Use of experiences in nursery school: The story hour or conversation time to develop and expand vocabulary; language skills, articulation,

ability to communicate. Use of music time to improve communication and auditory discrimination.

- VII. Expanding children's concepts through nursery school experiences, games, trips, etc. To improve perceptual deficiencies--expanding concepts.
- VIII. Information and interpretation of available community services. The responsibility of schools and other agencies. How to use these services.

A large proportion of these families are one-parent families, mostly mothers, with the needs and problems accruing to such situations. All want to be more effective parents. We must give support and help which will enable them to develop necessary skills and insights.

ON-THE-JOB TRAINING FOR TEACHERS OF PRESCHOOL CHILDREN

Emmie Murray, Coordinator
Adult Vocational Homemaking Center
Troup County, Georgia

In the fall of 1962 a course for Teachers of Preschool Children, open to day nursery, nursery school, and kindergarten personnel, was offered by the Adult Vocational Homemaking Center, Troup County, Georgia. The syllabus, "Teacher Training for Preschool Children" prepared by the Family Life staff of the University of Georgia, was used as a guide.



Parent participation nursery school, Troup County, Georgia

The need for in-service education to upgrade the staffs of child care centers was recognized by those attending the 1960 White House Conference on Children and Youth. They recommended that "personnel in charge of preschool children have an opportunity for college training and appropriate in-service training."

This need prompted the university staff to develop the course of instruction and to provide for special training of teachers to offer the course which was divided into three units: I. Child development and guidance; II. Administration, health, nutrition, sanitation, and safety; and III. Program planning and creative activities.



The mothers meet as a group for two hours once a week

The three units were completed in sixty hours of instruction taught for two hours per week throughout the nine school months. A certificate was issued by the University of Georgia to each student completing the course. Fourteen persons completed the 1962-63 sessions, and twenty more the following year. One class was unique in that five members were doing on-the-job or in-service training, while the remaining six were pre-service or training for employment.

The following films* were used:

- | | |
|--|---|
| 1. Child Development Series #1 (5 films) | 9. Preface To a Life |
| 2. Child Care and Development | 10. Terrible Twos and Trusting Threes |
| 3. Children's Emotions | 11. Little World |
| 4. Heredity and Prenatal Development | 12. Shyness |
| 5. Principles of Development | 13. Children of Change |
| 6. Social Development | 14. Starting Nursery School, Pattern of Beginning |
| 7. Child Went Forth | 15. Day in the Life of a Five-Year-Old |
| 8. Our Coming Generation | 16. The Purple Turtle |

*Numbers 1-10 were obtained from the Film Library at the Georgia Department of Public Health, numbers 11-15 from the University of Georgia Film library, and number 16 from American Crayon Company, #9 Rockefeller Plaza, New York, New York.

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Association for Childhood Education International--Creative Dramatics.

Association for Childhood Education International--Equipment and Supplies.

Association for Childhood Education International--Nursery School Portfolio.

Association for Childhood Education International--Portfolio for Kindergarten Teachers.

Burgess, Helen Steers--How to Choose a Nursery School.

Child Welfare League of America--Guide to the Operation of Group Day Care Programs.

Christianson, Helen M., et al.--The Nursery School.

Fuller, Elizabeth Mechem--About the Kindergarten.

National Council of State Consultants in Elementary Education--
Planning for America's Children.

Newbury, Josephine--Nursery-Kindergarten Weekday Education in Church.

Ridenour, Nina and Johnson, Isabel--Some Special Problems of Children Aged 2-5 Years. (Distributed by the Georgia Department of Public Health).

Homemaker Service--H.E.W. Indicator, May, 1964. U.S. Department of Health, Education, and Welfare, Washington, D. C. (limited copies without charge)

How to Plan a Community Homemaker Service.

How to Operate a Community Homemaker Service, American Medical Association 535 North Dearborn Street, Chicago 10, Illinois.

New Approaches to Homemaker Service, Child Welfare League of America, Inc., 44 East 23 Street, New York 10, New York, 1-9 copies at 65¢ per copy.

Public Welfare Homemakers on the Job in North Carolina, North Carolina State Board of Public Welfare, Raleigh, North Carolina.

Homemaker Services History and Bibliography, Haud Merlock, Superintendent of Documents, U.S. Government Printing Office (price 40¢).

The Home Economist Looks at Homemaking, A.H.E.A., 1600 20 Street, N.W., Washington 9, D. C. (single copies free. Additional copies \$3 per 100).

Homemaker Service in Public Welfare, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (price 10¢).

Homemaker Service Training Course, Visiting Homemaker Association, Trenton, New Jersey.

The Home Economist Looks at Homemaking Service, American Home Economics Association, 1600 20 Street, N.W., Washington 9, D.C.

Visiting Homemakers Service, Slides prepared by Audio Visual Department, Indiana State College, Dr. Mary Gibbs, School of Home Economics.

Homemaker Services Bulletin, published monthly, AMA, 535 North Dearborn Street, Chicago, Illinois 60610.

New Approaches to Homemaker Service, Child Welfare League of America, 44 East 23 Street, New York 10, New York.

Homemaker Service, Children's Bureau, Folder No. 46-1962, Supt. of Documents, U.S. Government Printing, Washington 25, D. C.

SEMINAR ON NURSERY SCHOOL PROBLEMS

Margaret E. Grant
Flower Vocational High School
Chicago, Illinois

A seminar series on problems of nursery schools has recently been developed in Chicago with the cooperation of the Bureau of Human Relations, the Bureau of Education Extension and Vocational Education for Girls, and with the cooperation of the Illinois Department of Day Care Licensing.

The purpose of the seminar is to discuss and examine the needs of the present nursery school teachers of both the private and welfare day care centers and nursery schools. For each session, the topic for discussion is proposed by the members of the class. A check list distributed to them indicates clearly their areas of interest and significant needs.

1. Desirable characteristics of Nursery Teacher	21.6%
2. Responsibilities of Nursery Teacher	28.5%
3. Schedules and Procedures	
4. Desirable punishments	50.0%
5. Behavior problems	57.2%
6. What to teach the preschool child	57.2%
7. Eating problems	28.5%
8. Fears	14.4%
9. Kinds of toys: Physical--mental development	28.5%
10. Home and school cooperation	35.7%
11. Teaching manners to the Nursery School child	28.5%

Still other areas of interest suggested by the members are music for the preschool child, sex play and masturbation, and techniques for dealing with undesirable speech.

With this check list as a guide, experts in the various fields of interest are invited to bring their knowledge to the students. The exchange of ideas which results will, we believe, prove invaluable.

It is too early to make an evaluation of the seminar but indications, to date, signify that interest is high and that worthwhile gains can be expected.

HOME ECONOMICS-RELATED WAGE EARNING CLASSES IN ATLANTA

Virginia M. Willis, Supervisor
Adult Home Economics Education
Hoke Smith Technical School
Atlanta, Georgia

In the spring of 1964, Hoke Smith Technical School had a pilot class in Dietary Aides (food-service aides in hospitals, school lunch, day care centers, nursing homes or other nonprofit institutions). We have done a follow up of these students since they have completed the 235 hours of training and found that the present status of employment is as follows: (1) One is employed as food service supervisor in the Red Cross office building, (2) another works full time with the Sheltering Arms Day Nursery, (3) another is a school lunch manager, (4) two others are working in school lunch programs, (5) one is employed part time as an assistant in the adult home economics foods classes, (6) another is foods service supervisor in one of the large hospitals in Atlanta and the remaining three have moved out of the city. In other words, eighty percent of the class is employed.

We completed a class for Child Day Care Center Aides in July. The students were employed so they came to classes in the evenings and had workshops on Saturdays. They took the course to upgrade themselves professionally and also to help in getting their centers accredited.

At present, we have four classes in session; one in Dietary Aides, one in Institutional Aides (a combination of hotel-motel housekeeping and food service) and two classes for child day care center workers.

Recruitment for these classes varies. We run advertisements in the local newspapers for our regular adult homemaking classes each term, so the Dietary Aides class is advertised at that time. The Day Care Center Aides are recruited through the State Bureau of Child Services. The County Welfare Service recruits and screens the students for the Institutional Aides class. There is no age limit for these classes, but we feel that the attitudes and health of students are most important. One excellent example of a current student is in the Dietary Aides class. She is 58 years of age, has 14 children, is a widow, had never trained for a job, but since enrolling in the class has learned to drive, secured her license and is now driving herself to the eighty hours of in-service training in an elementary school lunch program.

Both the dietary aides class and the institutional aides class have on-the-job experiences as a part of their learnings. Each time I make contact with the various institutions which cooperate with this experience, I realize again the great need for women to be trained for these jobs. All instructors should be carefully selected. The ones we are employing have had good home economics backgrounds in teaching in addition to their institutional experiences. There are no limits to the opportunities and I feel that we in home economics have a definite contribution to make in this area.

TRAINING COOKS FOR NURSING HOMES

Mrs. Grace Burbidge, Coordinator
Special Homemaking Programs
Department of Public Instruction
Salt Lake City, Utah

The need for upgrading food service in nursing homes in the Salt Lake area presented itself in the fall of 1964 by present cooks wanting help in cycle menus, cooking in quantity, and attractive and efficient food service. The course to be presented was outlined, then approved by a committee of nursing home cooks and operators.

The teachers working on the first program were the coordinator of special adult home economics programs and the dietitian employed by the State Department of Health responsible for this program. The class was held in a local high school home economics department where the foods laboratory facilities allowed for actual food preparation to be carried on by all enrollees. The association of nursing home operators furnished the printed material used in the class, even though all participants were not from nursing homes affiliated with the organization.

SATISFIED SENIOR CITIZENS

PURPOSE: To teach basic principles of food preparation, with emphasis on low-cost meals adapted to the needs of older people.

Description: Two-hour class to be held weekly; demonstrations and some actual food preparation by class members. Standardized recipes, buying guides, pamphlets and booklets from commercial companies and other supplemental mimeographed materials will be provided with each lesson.

Lesson I - DAIRY PRODUCTS

- a. Demonstration by Dairy Council of Utah - "Using Dairy Products in Meals."
- b. Demonstrations and preparation of nonfat dry milk in cooking. Activities: Reconstituting NFDM, whipped topping (on fruit salads); basic fluffy sauce, prune whip, coconut cream pie, rice puddings, jello pineapple whip

Lesson II - MEAT AND VEGETABLE COOKERY

- a. Discussion and demonstration of correct methods of meat cookery, with emphasis on extenders and low-cost meats; film strip on meat cookery. Activities: Preparation of variety of ground meat dishes (ham rolls, cabbage rolls, etc.)

- b. Demonstration of correct methods of cooking vegetables and variation in ways of serving.

Lesson III - YEAST BREADS

- a. Demonstration and class preparation of basic bread dough and variations of basic sweet dough, such as Swedish Tea Ring, Cinnamon Twists, Loaf Ring, etc.

Lesson IV - SOUPS AND NOODLES

- a. Comparisons of cost and nutritive value of homemade vs. canned soups.
- b. Preparation of soups such as the following: Chicken and vegetable, beans (or split peas) with ham, cream of potato.
- c. Demonstration and class preparation of noodles.

Lesson V - PUDDINGS AND HOT CEREALS

- a. Demonstration of variety in use of hot cereals, and correct methods of cooking rice (steaming, browning, baking). Also maple syrup, honey syrup.
- b. Demonstration and preparation of baked custard, rice and bread puddings, plain cake with sauces, and other simple desserts.

Lesson VI - CASSEROLES

- a. Demonstration of white sauce (gravy) and preparation of variety of dishes such as scalloped eggs and weiners, tuna casseroles, beef stew, etc.
- b. Demonstration by Utah Power and Light - "Casseroles" and "Salads that are Easy to Chew."

Lesson VII - PASTRY AND QUICK MIXES

- a. Preparation of home-made quick mixes and comparison of costs with commercial mixes; preparation of products from the mixes-- quick breads, cookies, etc.
- b. Demonstration and preparation of pastry.

Lesson VIII - MEAL PLANNING AND SNACKS

- a. Discussion of menu planning, use of cycle menus, tips in serving
- b. Snacks - punch, cornmeal crisps, tarts, banana bread.

This class will be repeated for women who are interested in this sort of employment. The State Department of Employment Security will assist in screening adult women for this program.

Agencies cooperating in this program included the State Department of Education, Vocational Education Division, Home Economics Section; Salt Lake City Board of Education, Home Economics Supervisor; Utah State Board of Health, Utah Dietetics Association, Utah Nursing Home Association, Utah Dairy Council, Utah Power and Light Home Service Department, and Utah Department of Employment Security.

FOOD SERVICE WORKERS IN SHEBOYGAN

Janet Schusky, Director
Adult Home Economics
Sheboygan, Wisconsin

The Sheboygan School of Vocational Technical and Adult Education is just beginning to offer a program to prepare persons for employment as Food Service Workers and is starting on a small scale. An Advisory Committee has helped us plan this program, designed for high school graduates, or the equivalent, who are interested in securing gainful employment in the area of food service. They attend school regularly for 5 to 6 hours a day for one school year. Taking courses in: Basic Meal Planning and Preparation, Catering, Decorating and Garnishing Foods, Pastries, Salads and Sandwiches, Table Setting and Service, Typing, Business Mathematics; Communications, Ethics, Food Buying, Portion and Cost Control, Human Relations, Food Sanitation, Health and Safety; Personal Grooming and Salesmanship. The School's Business, General Education and Distributive Education Departments, the City Health Department, and many restaurant, hospital and nursing home managers and employees are assisting us in presenting this program. The students will have the opportunity of observing food service activities in several local restaurants, a hospital, and the central school lunch kitchen this semester. They will also prepare and serve simple meals to a small group of the Vocational School personnel for several months. Next semester they will supplement the latter by working in some local food service establishment for a two-week period. It is hoped that on completion of this year's training, and depending on their individual abilities and personalities, these persons will be able to qualify for at least one or several of the following:

assistant cooks or caterers, cooks in a nursing home or Child Care Center, pastry cooks, short order cooks, sandwich or salad makers, hospital tray supervisors, waiters, waitresses, or even hostesses in a restaurant or dining room.

Hoping to upgrade presently employed Food Service workers, we are offering special classes for two hours a day, twice a week. These cover such subjects as Basic Foods, Waitress Training, Food Sanitation, Health and Safety; Portion and Cost Control, Human Relations, Communications, Ethics. Again, other departments of the School, managers and employees of food service establishments and the City Health Department are assisting in presenting the program.

TRAINING FOR SCHOOL LUNCH PERSONNEL AND FOOD
SERVICE WORKERS IN GEORGIA

Mrs. Emmie Murray, Coordinator
Adult Vocational Homemaking Education
LaGrange, Georgia

Due to the expansion of the School Lunch Program in the State of Georgia, it was felt that systematic training of school lunch personnel was needed. Through the joint efforts of School Lunch Section, Division of Field Services, the Trade and Industrial Service, and the Home Economics Service, Divisions of Vocational Education of the Georgia Department of Education, a "Training in Depth" program was formulated in an endeavor to provide a uniform and standardized program for school lunch personnel.

The Core Program was made available to all lunchroom personnel in the State. It consisted of four courses:

SL 1--Foundations of School Lunch Operations prerequisite for other 10-2 hour sessions	20 hours
SL 2--Menu Planning 10-2 hour sessions	20 hours
SL 3--Nutrition 10-2 hour sessions	20 hours
SL 4--Food Preparation 12-7 $\frac{1}{2}$ hour sessions	<u>90 hours</u> 150 hours

Upon the completion of the 150 hours the students were presented Vocational Certificates. Twenty-three school lunch managers and assistant managers received certificates.

The curriculum for the units was developed to help raise the professional standards of all school lunch personnel and at the same time better serve the children of Georgia.

The School Lunch Section, Division of Field Services, developed the course outlines, recruited the students, and established the classes, which were offered by the Troup County Adult Vocational Home Economics Center.

Trade and Industrial Service paid the Instructor's salary in communities where full-time home economists were not available.

The curriculum outline for the units is listed below:

Unit 1--Why's and How's of the School Lunch Program.
Planning Type A Lunches
Organization and Management

Food Purchasing and cost
 Records and Reporting
 Care and use of facilities and equipment
 Food preparation - Sanitation
 Educational aspects

Unit II - Menu Planning

Type A Lunch Pattern

Emphasizing use of vitamin A-rich and vitamin C-rich foods
 in the vegetable-fruit requirements of the Type A Pattern
 Salads and Desserts
 Tools for planning the quantities of food to meet Type A
 requirements
 Importance of preplanning and
 Evaluating Type A Lunches

Unit III- Introduction of nutrition

Digestion of foods-energy needs
 Study of carbohydrates, fats, proteins, minerals, fat soluble-
 Water soluble vitamins
 Tape A pattern - Evaluation

Unit IV - Food Preparation-Quantity Cooking

Orientation - quick breads
 Yeast breads, vegetable cookery, Desserts, Fruits, and salads
 Protein cookery - Summary and evaluation

The school lunch program is recognized by school officials as an integral part of the school program.

School principals and school superintendents lend their whole-hearted support to the nutrition program, for a well-fed child is more keenly alert, and receptive to the teaching program.

To this end trained personnel are sought to carry out the school lunch program and the lunchroom managers continue to upgrade their own standards by voluntarily attending an in-service training program.

Supervised Food Service Worker

The Supervised Food Service Worker Course was offered during the summer. Fourteen students registered for the course, with nine completing it. All have been placed by the Georgia Employee Service. This was a Wage Earning Class designed to develop workers in the preparation and serving of food under supervision, in institutions such as hospitals, homes for the aged, nursing homes, childrens' homes, and child care centers.

Classes met for 7 hours a day for eight weeks.

The objectives of the course were to prepare trainees to:

- (1) assist the head cook in preparing and cooking food in institutions or serve as the only cook in small institutions;
- (2) learn the correct methods of preparing and cooking all types of food served in hospitals or welfare institutions;
- (3) learn how to set up a hot food table and serve food;
- (4) follow sanitary and time-saving procedures;
- (5) cultivate personal qualities needed for job success;
- (6) develop essential health practices, and to use sanitary housekeeping methods.

The Supervised Food Service Worker outline prepared by the U.S. Department of Health, Education, and Welfare was used as a guide in planning the curriculum. In developing the curriculum an attempt was made to meet the needs of the student based on his education level and previous work experience.

FOOD SERVICE SUPERVISION--THERAPEUTIC DIET

Lila C. Murphy, Director
Home Economics Education
State Department of Education
Concord, New Hampshire

A new adult education program is being offered in New Hampshire to fifteen persons employed in nursing homes, small hospitals and county homes. The course, Food Service Supervision - Therapeutic Diet Planning and Preparation, consists of eight two-hour sessions.

The instructor is well prepared and has had a variety of experiences. She has a B.S. degree in Dietetics and has done considerable work in both hospitals and school lunch programs.

The main objectives of the course are:

1. To teach an appreciation of the importance of sound nutrition for good health.
2. To understand the basis for judging an adequate diet for optimum health.
3. To understand the psychological effects of food upon the patient.
4. To become skilled in planning therapeutic diets for the patient.

Basically, the course is designed to give the students the following: an understanding of sound nutrition and its relationship to the sick, an appreciation of the variations of the normal diet to meet the needs of patients under various conditions, e.g., variations in texture, caloric content, and how to meet metabolic conditions. Body processes and the relationship between nutrients and digestion is stressed.

It is hoped that the program can be improved and extended to prepare unemployed adults. A follow-up of the present course will be available at a later date.

WAITRESS TRAINING

Manitowoc, Wisconsin
School of Vocational Technical and Adult Education

The course outlined below is for personnel employed in restaurant work and others who contemplate employment as a waitress. It meets for six weekly two-hour sessions.

COURSE OUTLINE

- Session 1 Instructor--Frederic R. Brick, Member Wisconsin Restaurant Association
Facts Concerning the Restaurant Business
Teamwork and Business Relations
Meeting the Manager's Expectations
Questions and Answers
- Session 2 Instructor - Frederic R. Brick
Types of Menus and Menu Terms
Dining Room and Kitchen Coordination
Know How Food is Prepared
Restaurant Equipment and Its Care
Side Work Duties
How to Compute Guest's Check Properly
- Session 3 Instructor - Mrs. Margaret Apel, Home Economics Instructor, Manitowoc School of Vocational Technical and Adult Education
Personality and Charm
Methods of Improving Charm
Methods of Improving Posture and Grooming
Common Sense Rules of Personal Hygiene
- Session 4 Instructor - Mrs. Margaret Apel
Dining Room Techniques
Learning Proper Table Setting
Demonstration by Group - Service of First Course Through Relishes
How to Serve - The Right Order to a Customer for Faster and Better Service Without Confusion and Delay
Questions and Answers
- Session 5 Instructor - William Marotz, Circuit Distributive Education Instructor
Customer Approach and Courtesy
How to Create a Favorable Impression
How to Gain the Good Will of Customers for Repeat Business
How to Handle Different Customers
Better Public Relations with Guests
- Session 6 Instructor - William Marotz
Proper Salesmanship for Waitresses
How to Suggest
When to Suggest
The Value of Sincerity and Honesty with Your Customers
Questions and Answers

HOTEL AND MOTEL HOUSEKEEPING AIDES, A PILOT PROJECT IN ARKANSAS

Rebecca C. Turner, State Supervisor
Home Economics Education
State Department of Education
Little Rock, Arkansas

A beginning has been made in the wage earning field in Home Economics Education in Arkansas through a pilot project in "Motel and Hotel House-keeping Aides." This new aspect of Home Economics Education prepares persons to use the skills and knowledge of home economics for employment.

This project was a cooperative venture which involved the Employment Security Division, the State Department of Education, the Hot Springs public schools, and the local association of Motel and Hotel managers. Publicity was through the local newspaper and radio.

A survey by the Employment Security Division revealed that there was a definite need for this type of training in the Hot Springs area and that job opportunities were available. This Division handled registration for the course.

Facilities were provided by a local motel which included a meeting room and demonstration rooms for enrollees to have actual learning experiences and demonstrations.

The instructor, a long-time employee of one of the leading hotels in the area, was employed to teach the 10-hour course. Classes met from 7 p.m.- 9 p.m. each Tuesday night from May 7 - June 4, 1964.

Helpful work materials were provided through the U.S. Department of Health, Education and Welfare, Office of Education, for this particular type of service training in a community setting. From these materials a 10-hour course outline was developed through careful cooperative planning by the Home Economics Education Director and State Supervisor for this area, the Adult Education Specialist in Distributive Education and the Instructor for the class. Plans were made for including the following major topics:

1. Employment Security
2. Basic principles for wage earners
3. Grooming for the job
4. Good working relationships-fellow workers-guests
5. Knowledge of job
6. Checking in for work (work cart, supplies, cleaning materials, etc.)
7. Major steps in cleaning room - a bathroom - making a bed
8. Good health practices

Exhibits were provided by local merchants which included uniforms, proper shoes, etc.

A film, "Holiday Inn Maid" (courtesy of Holiday Inn, Inc.) was used, and additional help was secured from such excellent resource persons as a Personnel Director for a leading hotel chain, an Older Worker's Specialist

with the Employment Security Division, the State Supervisor of Practical Nurse Education, and a representative of a janitorial supply company.

Forty-eight adults registered for this program and forty-two completed the required 10 hours. Certificates signed by the Director of Home Economics and the Superintendent of the Hot Springs School District were presented to those completing the course, and as a result of this training many enrollees gained employment in this field. Several of those who registered were already employed in this type of work but felt the need of improving skills and knowledge in this area of work.

In our evaluation we found this project to be interesting, challenging and rewarding to all enrollees and to those who planned, organized and presented this first wage earning project in Home Economics Education in Arkansas. We are grateful for the cooperation and assistance we received from our Assistant Commissioner of Education for Vocational Education, our State Director of Home Economics Education, other divisions of our State Department of Education, and the other agencies which gave time and effort to making this a successful pilot project.

NURSING ASSISTANTS

Janet Schusky
Sheboygan, Wisconsin School of Vocational,
Technical and Adult Education

One of our programs to prepare persons for employment or to upgrade them is the NURSING ASSISTANTS program, now being offered for the second school year. It is a planned program of training which has been approved by the Wisconsin State Board of Nursing and endorsed by the Wisconsin State Board of Vocational and Adult Education, the Wisconsin State Board of Health, and the Wisconsin Nurses Association, Inc. Its purpose is "to prepare a select group of persons to perform tasks supportive to nursing practice which are both safe for the patient and practical for nursing service. In situations where skilled nursing is essential, they will assist the registered professional and licensed practical nurses." Since many persons now employed as nursing assistants have not had organized instruction or supervision, such employees are upgraded through this training. At present, persons enrolling in this program must be employed by, or must be promised employment by a nursing home or hospital. We have two classes in operation now--one for each of the two hospitals in the community. Each class receives a minimum of 60 hours of classroom instruction, including return demonstrations, and 30 hours of supervised work experience.

After the holidays, we will offer a class for assistants in nursing homes. Since policies and procedures vary, we have found that keeping each hospital group by itself and having the nursing home employees apart from those in the hospitals is most satisfactory.

The instructor for the class is an R.N. We contact the hospital or nursing home directors and then the instructor meets with the directors of nursing service and supervisors in each establishment to be sure all persons concerned know what is being done, how, and why. There are frequent check-ups and conferences with the directors of nursing service regarding the progress of these classes and individuals in them.

In order to help persons secure employment as nursing assistants, we are offering the Red Cross Home Nursing Film Course to any who are interested. Upon completion of this course we will give names of those desiring employment as nursing assistants to the nursing homes and hospitals in the community and area. Upon being employed, these persons will be eligible for the nursing assistants training program described above, and will take the course with other employees of the nursing home or hospital with which they are associated. In other words, the Red Cross course may help bridge the gap between unemployment and employment for some individuals.

CARE OF THE SICK

Manitowoc, Wisconsin School of Vocational-Technical and Adult Education

The Manitowoc School of Vocational-Technical and Adult Education offers a course as outlined below to train a dependable and disciplined group of women to assist in caring for the sick in institutions or private homes. The class meets for twelve three-hour sessions and, when possible, twenty hours of supervised work experience is added.

Course content includes:

1. The Patient's Unit
 - A. Explanation and introduction of course
 - B. Cleaning a unit, with practice
 - C. Making an empty bed (practice)
2. Cardinal Symptoms
 - A. Principles of body temperatures
 - B. Accuracy in taking temperature, pulse, respiration
 - C. Practice in taking temperatures
3. Patient in Bed
 - A. Making the occupied bed
 - B. Principles of body posture and body mechanics
 - C. Making patient comfortable in bed
 - D. Theory and prevention of pressure sores
4. Personal Care of Patient
 - A. Complete bed bath
 - B. Practice of the bath
 - C. Principles of the back rub
 - D. Special back care
5. Good Grooming and Other Personal and Direct Care to Patient
 - A. Oral hygiene
 - B. Care of hair (daily)
 - C. Bed shampoo
 - D. Tub bath-shower--Sitz bath
 - E. Answer bells
 - F. Use of bed pan
 - G. Collection of specimens
6. Simple Procedures to be Mastered in Giving Care to the Ill
 - A. Purpose of enemas and to give cleansing and retention enemas
 - B. Use of rectal tube
 - C. Diets for patients
 - D. Feeding of helpless patient
 - E. Care of Foley Catheter
 - F. Racking urine

7. Procedures (Continued)
 - A. Admission of patient
 - B. Discharge of patient
 - C. Assisting with physical examinations
 - D. Getting patient out of bed
 - E. Surgical, emergency, and open beds with practice
8. Mechanical Procedure in Care of the Acutely Ill
 - A. Care of patients before and after surgery
 - B. Care of patients receiving oxygen
 - C. Care of patients with Wangensteen
 - D. Care of patients receiving I.V. fluids
 - E. Care of dying patient
9. Care in Isolation Technique
 - A. Asepsis
 - B. Disposal of waste
 - C. Effective hand care
 - D. Care of patient in isolation
 - E. Sterilization of articles and utensils
 - F. Communicable diseases
 - G. Handling of sterile equipment
10. General Care and Discussion
 - A. Ethics and good grooming
 - B. Application of binders
 - C. Care of flowers
 - D. Care of children
 - E. Hot water bottle and hot packs
11. Tour of Institution
 - A. General tour
 - B. Demonstration and discussion of uses of:
 - 1) Sphygmomanometer
 - 2) Wangensteen
 - 3) Section machine
 - 4) Oxygen
 - 5) Gatch bed, etc.
12. General Care of Various Patients
 - A. Examination
 - B. Care of Aging Patients
 - C. Evening Care
 - D. Early morning care
 - E. Daily routine at home or institution
 - F. Care of the "up and about" patient

CLOTHING ALTERATION: A FIRST ATTEMPT IN A HOME
ECONOMICS COURSE FOR WAGE EARNING

Gladys Hutchinson, Coordinator
Adult Home Economics
Broward County Board of Public Instruction
Ft. Lauderdale, Florida

An enthusiastic, well-qualified teacher and evidence of immediate employment opportunities were determining factors in selecting alterations as our first wage earning course.

The teacher served as an apprentice for two years in the sewing trades and has had ten years of work experience as head alterationist in shops which sell high quality merchandise. She is conscious of the labor market, aware of problems of people needing employment and sensitive to human problems. She was eager to cooperate in this initial step.

Broward County, on the southeastern coast of Florida, is a vacation paradise. During the winter season, thousands of tourists come to enjoy the sunshine, beaches, fine hotels and recreational opportunities of this subtropical area. As is customary, women like to shop and they purchase styles perhaps new or different from those available in their home shops. To some, it is a souvenir of their holiday. As a result, there are many fashionable ready-to-wear shops offering high-quality, expensive merchandise. Frequently, women must have these clothes altered quickly, since they are leaving. The need for women who can do expert alterations on fine fabrics is an urgent one in this rapidly growing area.

These facts were verified by the State Employment Service and want ads in the newspaper. Calls from dry cleaning establishments requesting workers who could mend and repair garments substantiated our belief that we could place the number of women whom we could train.

Because of the climate, older people move to this area for retirement. In some cases, the men are semi-invalids. The women need and want some part-time work to supplement the income, yet they must remain at home to provide the care and companionship needed by their husband. Some of the younger women have the responsibility of children. Alterations is a type of work which can be done at home. Shop owners will allow workers who have proven their dependability and quality workmanship, to alter the merchandise at home.

In January, 1964, a class in "Alterations for Wage Earning" was listed in the schedule with other courses offered in the Adult and Vocational Program. The class would meet six hours a day, five days weekly for four weeks, providing one hundred and twenty hours of training. This was planned so that students could complete the course and enter the labor market during the busy tourist season.

Previous to the registration dates, notices were distributed through the State Employment Service, the Welfare Department and

fabric centers. The visiting teachers were asked to leave them at homes of drop-outs or potential drop-outs, but it was of interest to us that none of the younger people registered.

Sixteen women enrolled for the course. At the first session, the teacher learned by individual counselling that only five of them desired work. The others had registered hoping to become proficient enough to fit and alter clothing for themselves, their family members, friends and neighbors.

The teacher had planned carefully for necessary equipment and supplies. She had an accepted Course of Study and developed excellent daily lesson plans. In demonstrations, she set high standards and stressed that very skillful workers are needed to work on expensive garments. Because of her experience, she knew, and explained to the students, that accuracy and speed are necessary. She developed a chart on which students could keep a record of the length of time they spent in the various processes. They worked toward the number of minutes which she said was reasonable for each task.

Of the five who wished employment, two are at work in shops, one has doubled her income by doing alterations at home, one is working in a dry cleaning establishment and the fifth realized that she was not competent.

Since it seemed difficult to recruit women who wished this type of employment and who had adequate sewing skill, we offered "Advanced Clothing Construction, including Alterations" for homemakers in September, 1964.

A feature writer for the "Fort Lauderdale News," who had heard that some of our former students were employed, requested information for a story. It was published with eye-catching appeal and stressed proper fitting of women's apparel.

At the opening class session, eighty-six women arrived! This necessitated forming two classes and directing some of the women to classes at other centers. The same teacher instructs in six centers in the County. The attendance in all groups is unusually high.

In January, 1965, a course for wage earning will be offered again. The teacher has been able to work and counsel with these women individually. She has helped them in understanding the quality of workmanship required, and to determine which students have sufficient skill to be employable following 120 hours of additional training.

Of the eighty-six, there are twenty who wish to enter the wage earning class. The teacher will have a homogeneous group that can proceed at a similar rate.

We expect to follow the students "on the job" and check with employers. We may supply an adequate number of alterationists for some time. This we will determine with the State Employment Service.

From this experience, our findings indicate that:

1. One of the major problems is to inform the public of this new aspect of wage earning courses in Home Economics.
2. Publicity is essential in recruiting students.
3. A teacher must have had experience in the field to be taught, and, in addition, help in philosophy and methods of teaching adults.
4. An in-service training program for these teachers would be advisable.
5. Before registration, prospective students should be counselled. Some practical testing may need to be done.
6. Adequate facilities with equipment of the type used on the job, a competent teacher who is aware of the problems in the area to be taught and work opportunities in the area should determine which of the courses should be offered.
7. A certificate or recommendation for employment should be issued only to those who show that they have adequate knowledge and skill to perform satisfactorily.
8. When additional workers are needed, the course should be offered in a different section of the County, making it possible for others to have the advantage of the training.
9. High standards must be set and practices to insure satisfactory on-the-job performance. Quality workmanship should be stressed to expect a reasonable pay scale.
10. A teacher with experience in the trade can help students with attitudes, employer-employee relationships, factors influencing promotions and work habits.
11. The courses in Home Economics for Adults may serve as a means of locating students with potential for the wage earning classes.
12. To recruit students from the lowest income level, personal contact may be necessary. Representatives from local agencies can be of great help in recommending these courses, as they contact individuals needing employment.

We feel that we have gained insights into some of the problems of the wage earning classes.

Since we already have some women at work and a class for January which will be composed of students who meet the requirements for the training, we are glad that we took the initial step.

OPPORTUNITY FOR YESTERDAY'S DROPOUTS

Adult Education Program for Public Aid Recipients

Mrs. Helen Ellis, Instructor in Family Living
Community Unit District No. 5
Streator, Illinois

Opportunity is now being offered to nearly fifty adult students from a two-county area in classes at Woodland High School four nights a week. These students represent yesterday's dropouts and today's recipients of public welfare. The school represents the concern of our state and the local staff, who are engaged in this vitalized, progressive program to help these people to become self-sustaining. The eleven year old school is a beautiful one located in a rural setting about five miles from Streator, which is approximately one hundred miles southwest of Chicago.

This educational program has been launched as a direct result of the passage of a \$4,000,000 bill by the Illinois Legislature, July 15, 1963, the "Adult Education Law for Public Aid Recipients," and is supported by funds from this Act. It is especially designed to provide basic adult education classes and vocational training to present, former, and potential recipients. The passage of the bill through the legislature was influenced by the realization that the amount spent in welfare payments surpasses the amount spent on education. In order to place emphasis upon education rather than custodial care, the law makers decided to make attendance at adult education centers mandatory as quickly as centers could be established.

Illinois is the pioneer State in inaugurating such a program. In our present structure, academic classes are held each Tuesday and Thursday nights. There is one in basic literacy, one on the elementary level, (already too large and soon to be divided), and there is one on the high school level. Achievement tests and teacher recommendation are the bases for promotion. It is estimated at this point that by the end of the year there will be five or six qualifying for a high school General Education Development certificate. This certificate is recognizable by manufacturing concerns or employers on a par with a high school diploma, where such is required as a basis for employment.

On Monday and Wednesday nights, classrooms buzz with vocational classes. Thus far, only one class has been set up for the men, a class in production and assembly-line welding. Typing, beginning and advanced office practice, home nursing and family living are the others. Most of the women are enrolled one night per week in "family living", and are in one of the other classes on the other vocational night.

Everything is being done to smooth the way for these people so they can attend the classes provided for them with minimum effort. Several drive their own cars and are paid mileage by public aid; however, the majority are brought to the school by bus. The bus, provided by the state public aid, stops at pickup stations enroute. The Illinois Public Aid officials also make arrangements for baby sitters. With these two major problems taken care of, attendance is required. Strict attendance

is taken and any absentee is reported the following morning to the social case worker in charge of the recipient. While this may seem to be a stringent measure, stringency seems necessary at this time.

The attitudes of these people toward the whole school program were as varied at first as the people themselves. It should be kept in mind that the majority of these students have only an eighth-grade education or less. A few have had one to two years in high school. When the program was first initiated about the middle of September for the academic classes only, it was quite a jolt for most of them to have to go to school two nights a week from 7-9. When the vocational classes and family living were added the first part of October for two more nights, the voices of a number of the students were loud and clear in their open resentment.

To be drafted into a family living class was about the most ridiculous piece of nonsense the majority of them had ever heard. I have taught adult classes before, women who came voluntarily and eagerly, but this time when asked point blank, "What can you teach us about family living?", I honestly wondered! One woman openly and bitterly complained to those around her before the beginning of the first class, "What Ah wants to know is, 'Why do we have ta take family livin'?' After all--we's been a livin'?" Comforting her in mutual misery was another resentful soul, who added, "A fine thing! Here--our kids don't have a father! So--they make us go to school four nights a week and what happens? They don't have a mother either!" One would have a natural tendency to sympathize with their tender motives, if it were not known that some of these women were not staying home nights anyway.

With these not-too-quiet complaints in the background, it wasn't hard to summarize the obvious fact that the class in family living started at the bottom of the school's totem pole. Consequently, the only direction we could go was "up", and that in itself was encouraging.

Since "life without hope is hope-less," the primary objective was obvious, that of establishing in each a sense of worth and dignity. The natural starting place became "ourselves," with the ultimate aim of branching into the better understanding of others and getting along with people in general, an important asset for employment.

The first four lessons in psychology (with Landis and Landis, "Personal Adjustment, Marriage and Family Living" and Craig's, "Thresholds to Adult Living," as major guides) were amazingly well received. The students themselves participated, adding illustrations with impact to the points being discussed. By the third week (lesson 3) even Mrs. S., a beautiful lady of Mexican background, was taking part and appeared interested, in marked contrast to the first night when she deliberately looked down or to the back of the room to avoid seeing illustrations being shown.

Since grooming was to be one unit of study in the course, the first four lessons were designed to take care of first things first and to lead into a more active program. In our day schools we speak of grooming as such, and we don't hesitate to use the term. At that age many children are allergic to soap and water. But when many of these women arrived for class, dressed in their Sunday best with their hair in attractive arrangements, then the word "grooming" took on an insulting aspect. So--lesson 5, "Hair Styling," proved to be a very acceptable approach to the unit

and came in very natural sequence to the preceding discussion of "first impressions" held the week before.

Two beauticians, former Woodland graduates, demonstrated hair-styling with amazing skill. Their friendliness and sense of humor were warmly appreciated and much enjoyed. All class members, who would permit their hair to be cut, were invited to put their name in a pool and one was drawn by the performing beautician. Everyone would have enjoyed having her "hair done," but comparatively few cared to go as far as the cutting stage.

While the "lucky" one was being shampooed, the assistant operator showed pictures of hair styles and made recommendations to the various class members with the tact and skill of a foreign diplomat. During the drying time other questions, pertaining to their own hair or that of their children, were asked and duly answered. In the course of the two evenings, four others were given a hair "shaping," the results of which were an outstanding improvement, even without the benefit of a shampoo and set.

The coming lesson will be a manicure laboratory, directed by another beautician. She is also a Woodland graduate and has the special skill of being an expert manicurist. A number of the class members are preparing for this lab session by frantically growing nails to be made pretty at that time.

Already requests have been made for a lesson on make-up, arching and such, and one is being planned. Our emphasis is on techniques, not brands, upon wise buying of sizes, not a "tiny little jar because it doesn't cost much." It will be the sharing of experiences...what deodorants have proved the most effective for different ones, how skin blemishes can be improved by watching the diet, etc.

Future classes being planned are "Smart Marketing," "Nutrition," "Quick Meals," "Using Government Surplus Foods," (allocated in one of the counties represented), "Mending," "Selecting Clothing for Figure Flattery," "Money Management," etc.

The State Supervisor of Public Welfare, Mr. Wayne Schiffer, has been most encouraging and helpful in our particular program. His comment of, "If you can help one person get onto his own two feet, the program pays for itself!" is a little startling. One recipient taken off the rolls will pay for the entire program in five years.

One student has already been removed from the welfare list, but for a different reason. This recipient, owner of a beautician's license, turned down the opportunity to work at a shop. Upon investigation it was learned she was doing walk-in beauty trade in her home and collecting a monthly check for her children besides.

Great hopes for this program spring from comments or reactions by the participants themselves. "Willie," who could never keep a job because, in his words, "I got fits," is so absorbed in his welding class that he forgets to take his ten minute break at 8:00. On Tuesday and Thursday

nights, he plugs away in his basic literacy class.

"Willie is going to be a darn good welder," his instructor says. Moreover, he is keeping a close watch on Willie, because his company periodically needs welders. For the first time in his life, Willie will have a skill to sell, the money with which he can buy the medicine he needs to keep that job and to provide security for his family.

Mrs. K., finishing work for a high school diploma on Tuesday and Thursday nights, is so thrilled about her class in office practice that she wishes she could come to school five nights a week instead of four. Even Mrs. A., a young mother, still in her teens and already the taster of some of the bitter dregs of life, is honestly enjoying the opportunity and hope the program is providing for her and her young family.

Perhaps, the outlook for Miss S., mother of nine, is more cloudy. School is hard for her and always will be, which accounts for her dropping out of school while still in the second grade. And how can one prophesy a cheery future for Mrs. B., another second-grade drop-out, as she and her cancer-stricken husband look forward to the arrival of their sixth child?

Some of these women are getting training in the home nursing field under a very skilled registered nurse. When searching for a room with great privacy in which to hold her class, the nurse commented emphatically, "I give a very practical course. When I teach enemas, I give one!"

This nurse, besides providing these women with knowledge and skills which will open doors of opportunity to them, is training some who will eventually find employment in the same nursing home where she is a staff member.

The immeasurable amount of work and guidance provided by our superintendent, our diversified occupations teacher and our guidance counselor have been most helpful in the knitting together of the entire program. Science Research booklets and Public Affairs Pamphlets on emotional, family, and social problems are available for checking out by the students, and personal conferences are being arranged for those desiring them.

Five weeks have now passed since we began vocational classes, and I can honestly say that our family living class has moved up on the totem pole. Even Carmen, of strong Mexican heritage, thinks so! She is happy with her new hair style, but until now has been "credited" with being a "trouble maker."

Now that the class has lost much of the resentment felt by many at first, and the open belligerency on the part of a few, it is beginning to develop a sense of unity and purposefulness. This has been the most challenging and interesting experience ever to come my way. The warmth and appreciation expressed now in their smiles and bits of conversation in class and over coffee cups are very gratifying. These are people with a heart and many problems. We hope to provide tools of learning to help them cope with those problems, or at least to minimize them. With increased understanding and renewed courage some of them will soon stand on a threshold of opportunity, not available to them a short time ago.

PERSONAL DEVELOPMENT

Christine Nickel, Supervisor
School of Home Economics
Madison, Wisconsin Vocational
Technical and Adult Schools

The eighteen-week course in Personal Development is offered to students enrolled in Practical Nursing, Medical Secretary Training, Dental Assisting, and Business Education Courses, both one- and two-year students.

Its objectives are to help students:

1. Develop increased maturity, self-understanding, and understanding of others.
2. Gain poise in both personal and school life (which will carry over to business life).
3. Appreciate the importance of personal appearance and the factors which affect it.
4. Develop the ability to protect or improve personal health.
5. Understand the importance of, and practice the methods of making choices and decisions independently and rationally.
6. Gain insight into the importance of personal efficiency and the management of personal resources in achieving goals.
7. Progress in developing the attitudes and characteristics which contribute to success in school, success on the job, and advancement on the job.

Course Content:

I. Overview

- a. Identifying personal goals
- b. Inquiring into the employer's criteria of characteristics important to successful job performance.
- c. Investigating employees' points of view concerning personal characteristics which contribute to personal efficiency and harmonious work performance.

II. Maturity

- a. Characteristics of "maturity"
 1. Self-acceptance, understanding of basic personal needs, and appropriate ways of meeting them.
 2. Consideration and respect for others, based on understanding.
 3. Independent choices resulting from thoughtful exploration of alternatives; choices relating to friends, activities, time, study, use of energy, etc.
- b. School as an opportunity for growth toward maturity.

III. Personality

- a. Definition of "personality"

III. Personality (continued)

- b. Values, their source and importance in providing direction in life.
- c. Autonomy vs. dependence
- d. Self-confidence and acceptance
- e. Self-analysis
- f. Attitudes and mental health
- g. Humor
- h. Hobbies, interests
- i. Voice, speech, mannerisms as means of communicating personality

IV. Etiquette

- a. In the business or working world
 - 1. Respect and consideration for superiors, co-workers
- b. Basic tools: Accepted practices
- c. The telephone, its use--not abuse
- d. Personal
 - 1. At home
 - 2. In public places: theater, restaurant, shops, street, bus, or taxi
 - 3. Important occasions: teas, receptions, dinners, weddings, other
 - 4. Note writing: thank you notes, "bread and butter" letters, notes of sympathy, congratulations, etc.
 - 5. Conversation: with contemporaries and/or strangers, older adults

V. Personal Appearance

- a. Grooming: cleanliness, care of hair, skin, nails, teeth
- b. Make-up: Amount and use to enhance assets
- c. Posture and exercise: for well being and possible correction
- d. Sleep and rest
- e. Clothing:
 - 1. Wardrobe selection, coordination
 - 2. Appropriate choices for various occasions
 - 3. Care and upkeep
 - 4. Accessories
- f. Health
 - 1. Food
 - (a) Weight control
 - (b) Complexion
 - (c) Vitality in living
 - (d) Planning to achieve balanced diet (basic four)
 - 2. Rest
 - 3. Exercise
 - 4. Medical, dental, optical check-ups

VI. Management of Resources

- a. Planning personal time schedules to include
 - 1. Work or study
 - 2. Personal routines

VI. Management of Resources (continued)

- b. Personal financial management and use of credit
- c. Budgeting energy
- d. Development and use of personal abilities and talents

VII. Interview with prospective employer (demonstration)

Resource Persons and Speakers:

- a. Employer to present the employer's viewpoint
- b. Employee to discuss qualities which promote efficiency and high morale on the job
- c. Speaker on characteristics of maturity
- d. Demonstrator of make-up and grooming
- e. Clothing specialist for wardrobe coordination
- f. Speaker for illustrated discussion of table service and etiquette
- g. Management specialist for management of resources
- h. Model interview
- i. Others as needed

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Changing Times

Life Magazine

Practical Forecast for Home Economics

Reader's Digest

The Journal of Home Economics





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ILLINOIS TEACHER OF HOME ECONOMICS

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FURTHER EXPLORATION IN EMPLOYMENT EDUCATION IN HOME ECONOMICS

Foreword

With this issue of the Illinois Teacher of Home Economics, we continue to explore the employment education aspect of home economics. Dr. Alma Bentley describes studies done in South Carolina to ascertain student needs and opinions having implications for employment education. She also presents a questionnaire used in determining employment potential in homemaker service areas. These should prove suggestive to others beginning employment education programs.

Alice Orphanos Kopan of Farragut High School in Chicago describes a cooperative Distributive Education-Home Economics program. Also included are some of the teaching aids that she has found helpful in this program.

Descriptions of three beginning efforts in education for wage-earning occupations are presented by Patricia Woller of Tinley Park, Illinois, High School; Louise Shanahan of Harlingen, Texas, High School; and Janie Kafka of Lincoln, Illinois, Community High School. The authors' conclusions and recommendations as a result of their experiences may be helpful for the teacher anticipating an employment education program.

A brief description of the Junior High School Job Training Program of the Department of Homemaking Education, Houston, Texas, is given from information provided by Nanalee Clayton, Director. This includes a listing of jobs which may be of special interest to those wondering about the types of occupations for which home economics may help students prepare.

A special feature of this issue is an article on "Visual Aids for the New Dimension in Home Economics" by Ruth Stovall and Carolyn Brown. Miss Stovall is Alabama State Supervisor of Home Economics Education and Mrs. Brown is Supervisor, Occupational Education in Home Economics. All illustrations of visual aids given relate to the employment education aspect of home economics.

Also included in this issue are: information concerning recently published materials on kitchen planning by the University of Illinois Small Homes Council; information about and a form for ordering an annotated bibliography on the employment education aspect of home economics, prepared by Patricia Rotz and Ruth Whitmarsh; forms for subscribing to the Illinois Teacher, 1965-66; and descriptions of summer school offerings at the University of Illinois in Home Economics and Home Economics Education.

The Illinois Teacher of Home Economics, 1965-66

Volume IX, 1965-66, will deal with curriculum development in home economics--bases for curriculum decisions, problems in curriculum development, methods and techniques. Present plans are that each member of the full-time staff in Home Economics Education at the University of Illinois will write two issues. It is hoped that the series will be helpful to those individuals, cities, and states undertaking curriculum revisions in home economics. Surely, this would include all home economics educators! Current concerns, needs, developments in the field would seem to underline the importance of major curriculum revisions.

In addition, the series will contain articles of current interest on such topics as combining education for homemaking and employment, home economics for the culturally disadvantaged, and home economics at the post high school level. The first issue will include, in addition to the section on "an overview of curriculum development in home economics," an article by Mrs. Rosa Loving, Virginia State Supervisor of Home Economics Education, on the relationship between the homemaking and the employment-centered programs in home economics.

- Elizabeth Simpson,
Chairman, Division of
Home Economics Education

FACT FINDING NEEDED FOR PROGRAM PLANNING IN TRAINING
FOR OCCUPATIONS RELATED TO HOME ECONOMICS

Alma Bentley

Dr. Bentley is State Supervisor of Home Economics
Columbia, South Carolina

Home economics education has placed much emphasis on knowing individuals enrolled in home economics classes--their needs, attitudes, interests, and something of their potential abilities. Teachers have used varied methods to become better acquainted with pupils, families, and communities. Visits have been made to homes, conferences held with students and parents, and questionnaires used at the beginning of school and before beginning some units of study. Information secured has been used to plan programs to meet the needs of students in secondary schools and for adults in preparation for the profession of homemaking.

It seemed essential before beginning a program in occupations related to home economics to also study the needs of pupils who would be enrolled in classes, the occupational needs of the community and the ways in which high school graduates and those who have dropped out of school have used their home economics learnings. There was also a need to locate teachers who were qualified, creative, and willing to experiment. Several techniques have been used in South Carolina to obtain the needed information which would serve as a guide in planning programs to implement the purposes of the Vocational Act of 1963 in preparing people for gainful employment. The methods used included the following:

1. In 1962 a survey was made of employment potentials in home economics areas.
2. A survey of the attitudes held by home economics and non-home economics students in South Carolina toward service-oriented jobs. The questionnaire was tested in 1963-64. A study is being made of students in ten schools in 1964-65.
3. 1963 - A questionnaire was sent to home economics teachers to see what use students have made of learnings from classes in preparation for homemaking in wage-earning occupations.
4. 1964 - Information was secured from the annual report of home economics teachers of ways students in the secondary schools and adults have used learnings from classes in homemaking for wage-earning occupations.
5. The home economics teacher interviewed some employers in businesses where she thought students could use home economics knowledge and skills in jobs.
6. 1964-65 - Five home economics teachers had many interviews and studied the communities before beginning classes for occupations related to home economics.

In 1962, a survey was made of all vocational services in the state. Dr. Selma Lippeatt, Dean of Home Economics at the University of Maryland, served as a home economics consultant for the survey. One section of this survey was designed to ascertain the need for the employment of people in which home economics knowledge and skills could be used.¹ The following is an excerpt from this survey.

"School Survey Service questionnaires to Local Survey Coordinators was an attempt to determine from groups and individuals in the local communities the extent of employment in areas related to homemaking services. In Table 4.13 are summarized the responses secured by the Local Survey Coordinators for about one-fourth of the high schools of the State.

The data shown in Table 4.13 reveal interesting reactions of selected groups in the State concerning new and emerging services needed in the light of present-day changes affecting home and families. It seems that the results, although fragmentary, present a direction which needs further exploration. This area implies a joint concern of home economics and trade and industrial education. Furthermore, similar studies in other states point up new potential for full- or part-time employment of women. These data seem most important in light of the recognition by citizens of the need for new service-oriented occupations related to home-community services. It seems that this information suggests the need for further studies of this nature as a basis for projecting educational programs geared to wage earning."

A copy of the questionnaire used for securing this information appears at the end of this article.

Another way of securing information was to plan a study of the attitude of some high school students about employment in certain types of occupations related to home economics. Dr. Helen Loftis, Head of Home Economics Education at Winthrop College, is making this study. Last year a pilot study was made in two schools, with 303 students participating. The major purpose of the pilot study was to test the research instrument. The three-page check list was designed to secure information about grade level, age, enrollment in home economics courses, plans for the next year, and job hoped for after graduation. A listing of thirty-two jobs was used and students were asked to respond to each job according to their own feeling. The possible responses were:

1. I would be eager to do this job.
2. I would be willing to do this job.
3. I would prefer not to do this job.
4. This job is unknown to me.
5. I would be interested in learning how to do this job.

¹School Survey Service, Vocational Education in the Public Schools of South Carolina.

Three home economics teachers in two urban high schools cooperated in the collection of data. Only home economics students in one school participated; both home economics and non-home economics students completed the check list in the other school.

In the pilot project students listed as most appealing the jobs related to child care and health services. Those jobs that were least appealing were waitress, visiting homemaker, and lunchroom worker.

The questionnaire was revised after the pilot study and submitted to several thousand students this year. The information from these questionnaires will be compiled this spring.

Still another method used to secure information was to interview people who would employ students enrolled in classes for occupations related to home economics. Miss Ruth Dantzler, Home Economics Teacher at Columbia High School, Columbia, South Carolina, was enrolled in a graduate course in home economics education last spring. For one of her special assignments in this course, Miss Dantzler made plans to secure information from personnel in ten businesses in which she thought girls might be employed where they could use their skills and knowledge of home economics. These businesses included department stores, clothing specialty shops, a florist, a cafeteria, a restaurant, and a nursery. The employers in these businesses were quite interested in this quest for information. Three ideas from this study are as follows:

1. Each person interviewed thought that home economics education could contribute to the preparation of a person employed in that occupation.
2. Each employer said that the personal characteristics were more important than the skills for the job. The characteristics mentioned most often which were needed by an employee were: dependability, pride in a job well done, and willingness to do necessary work of high standard.
3. Many youth want a job but do not possess the characteristics needed to do a successful job.

A very simple questionnaire was sent by supervisors to home economics teachers in the fall of 1963 to see what use students have made of learning from classes of homemaking in wage-earning occupations. The following questions were asked:

1. Do you have any students, day school or adult, or any former students, who have been able to use any part of their home economics knowledge and skills to earn an income, part-time or full-time? Describe in detail.
2. What possibilities do you see in your community for training students in wage-earning occupations using home economics knowledge and skills?

- A. Day school students
 - B. Adult students
 - C. List home economists living in or near your community who may be available for part-time teaching in wage-earning occupations.
3. To make your department adequate for teaching all areas of home economics, what equipment, teaching materials (including films, filmstrips, projectors, etc.), storage improvement, and renovations would be needed?

What do you estimate the cost would be?

4. To teach classes for occupations related to home economics, what equipment, teaching materials, and renovations would be needed in the home economics department?

The annual report of May, 1964, included a section on information about wage earning as follows:

WAGE EARNING OPPORTUNITIES RELATED TO HOME ECONOMICS: List occupations any of your students have entered in which they used home economics learnings.

PART-time Occupations: Students in day school classes
Adults

FULL-time Occupations: Students in day school classes
Adults

Response from the questionnaires sent to home economics teachers and from annual reports shows that students have used learnings from classes in home economics education for homemaking in a variety of ways in part-time and full-time occupations. Students are using learnings most often from areas of foods, clothing, and housing in part-time and full-time jobs or self-employment. Excerpts from some of these reports follow the text of this article.

During this year, five home economics teachers have been employed to conduct short, intensive courses in occupations related to home economics. Each teacher spent many weeks securing information about the community and employment opportunities before beginning these classes. They had many interviews with representatives in community agencies, including County and State Welfare Department, County and State Health Department, County and State Employment Security; representatives of businesses; guidance counselors; principals, home economics teachers; and school administrators. Information secured through these interviews and study of the communities was used to determine the classes which would be taught, what would be included in each class and possible places for on-the-job training.

Supervisors and teacher educators have secured many different types of materials which have been valuable resources for in-service conferences in getting ready for this new challenge of preparing students for gainful employment.

Through this search for information to help in program planning for gainful employment we are learning much which will also help in strengthening offerings in preparation for homemaking.

Preparing youth and adults for the profession which includes all people--the profession of homemaking--will remain the paramount goal of home economics education. As we re-examine accomplishments for this important segment of education, adjustments will be made for offerings in secondary schools and for adults which will help individuals and families achieve satisfying family life. By careful planning we can help students make more use of learnings in all areas of home economics in homemaking and also make more use of these learnings in gainful employment.

MY FUTURE PLANS

Many persons think that they know the attitudes of young people, but we believe that you are the best person to tell us what young people think. Since this information is to be used as part of a research project, your responses will be kept confidential.

Name _____ Grade _____
 School _____ Age _____

Circle all of the grades in which you have taken home economics (include family living).

7th 8th 9th 10th 11th 12th

What is your father's (or main provider's) job? Describe in detail what he does. (If your father is dead or not living with you, give what he did for a job when he was with you.) _____

Check the highest level of education reached by your parents: Father Mother

- | | | |
|---|-------|-------------|
| a. Eighth grade graduate or less education | _____ | _____ |
| b. Some high school but not a graduate | _____ | _____ |
| c. High school graduate | _____ | _____ |
| d. Some training or some college work, but not a college graduate | _____ | _____ |
| e. College graduate | _____ | _____ ()13 |
| f. Post graduate study | _____ | _____ ()14 |

Check your plans for next year.
 Check as many as you expect to do.

- _____ 1. go to work
- _____ 2. be a homemaker
- _____ 3. take special training for being a secretary, beauty operator, nurse, or anything requiring training other than college
- _____ 4. attend a two-year college
- _____ 5. attend a four-year college
- _____ 6. return to high school
- _____ 7. have not decided
- _____ 8. other (describe) _____

Check (x) the job you hope to have after you finish your education--if you plan to have a job. ()15 ()16 ()17

- _____ 1. beauty operator
- _____ 2. clerk or buyer in store
- _____ 3. designer or artist
- _____ 4. factory worker
- _____ 5. model
- _____ 6. nurse
- _____ 7. secretary or office worker
- _____ 8. teacher
- _____ 9. librarian
- _____ 10. social worker
- _____ 11. airline stewardess
- _____ 12. telephone operator
- _____ 13. join service
- _____ 14. other (list) _____

We are interested in knowing how you feel about various job opportunities which are available to high school graduates. Below are listed some jobs for which high school graduates could qualify. If you should decide to work after you graduate from high school, which of these statements would describe your feeling toward each of the jobs?

1. I would be eager to do this job.
2. I would be interested in knowing how to do this job.
3. I would be willing to do this job.
4. This job is unknown to me.
5. I would prefer not to do this job.

READ THE DIRECTIONS CAREFULLY

Circle the letter in the column which best describes the way you feel about each job.

JOB	How I Feel About the Job					
	EAGER LEARN	WANT TO LEARN	WILLING	UNKNOWN TO ME	PREFER NOT	
1. Helper in children's hospital ward	E	L	W	U	N	()18
2. Helper in children's orphanage or home	E	L	W	U	N	()19
3. Receptionist--hospital nursing home	E	L	W	U	N	()20
4. Nurse's aide	E	L	W	U	N	()21
5. Helper in child care center	E	L	W	U	N	()22
6. Nursery school aide	E	L	W	U	N	()23
7. Information clerk in hospital	E	L	W	U	N	()24
8. Baby sitter	E	L	W	U	N	()25
9. Florist helper	E	L	W	U	N	()26
10. Helper in medical laboratory	E	L	W	U	N	()27
11. Assistant in children's library room	E	L	W	U	N	()28
12. Helper in hospital ward	E	L	W	U	N	()29
13. Sales clerk for children's toys, books	E	L	W	U	N	()30
14. Assistant on playgrounds	E	L	W	U	N	()31
15. Dressmaker	E	L	W	U	N	()32
16. Nursemaid in wealthy families	E	L	W	U	N	()33
17. Household assistant for full-time employed homemaker	E	L	W	U	N	()34
18. Helper in hospital linen room--counting, dispensing, repairing	E	L	W	U	N	()35

JOB	How I Feel About the Job					
	EAGER	WANT TO LEARN	WILLING	UNKNOWN TO ME	PREFER NOT	
19. Visiting homemaker for elderly person	E	L	W	U	N	()36
20. Seamstress	E	L	W	U	N	()37
21. Helper in hospital employee cafeteria and dining rooms	E	L	W	U	N	()38
22. Substitute homemaker in one-parent family	E	L	W	U	N	()39
23. Institutional housekeeping	E	L	W	U	N	()40
24. Hostess in restaurant	E	L	W	U	N	()41
25. Visiting housekeeper for handicapped homemaker	E	L	W	U	N	()42
26. Bakery helper	E	L	W	U	N	()43
27. Bakery sales clerk	E	L	W	U	N	()44
28. Make draperies and curtains	E	L	W	U	N	()45
29. Waitress	E	L	W	U	N	()46
30. Make slipcovers	E	L	W	U	N	()47
31. Make clothing alterations in store	E	L	W	U	N	()48
32. Helper in lunchroom	E	L	W	U	N	()49
33. Cover buttons, make belts	E	L	W	U	N	()50
34. Sewing machine demonstrator	E	L	W	U	N	()51
35. Sales clerk for dress goods	E	L	W	U	N	()52
36. Dry cleaning and laundry aide	E	L	W	U	N	()53
37. Helper in textile laboratories	E	L	W	U	N	()54
38. Sales clerk in home furnishings	E	L	W	U	N	()55
39. Demonstrator of small appliances	E	L	W	U	N	()56
40. Helper in foods testing laboratory	E	L	W	U	N	()57

Some special job opportunities may be available to you. These are called Home and Community Service Occupations. Please circle the letter which describes your feeling about each of these jobs.

41. Child day-care center helper	E	L	W	U	N	()58
42. Management aide in low-rent housing projects (Public)	E	L	W	U	N	()59
43. Visiting homemaker	E	L	W	U	N	()60
44. Hotel and motel house- keeping aide	E	L	W	U	N	()61
45. Supervised food service helper	E	L	W	U	N	()62
46. Clothing maintenance specialist	E	L	W	U	N	()63
47. Companion to an elderly one	E	L	W	U	N	()64
48. Family dinner service specialist	E	L	W	U	N	()65
49. Homemaker's Assistant	E	L	W	U	N	()66

EMPLOYMENT POTENTIAL IN HOMEMAKER SERVICE AREAS (Questionnaire)

Possible homemaker service	Response		
	Needed this service last year	Knew people who needed this service	Believe trained persons would be employed
<u>Companion aides</u>			
a. for normal or abnormal individuals			
b. for convalescing or aging			
<u>Caterer (meals on wheels)</u>			
a. family meals			
b. special diets			
c. special occasions			
<u>Consultants for selection & construction of home furnishings</u>			
a. draperies			
b. slip covers			
c. cushions, pillows, etc.			
<u>Consultant services</u>			
a. floral decorations			
b. gardening and landscaping			
c. home and apartment furnishings			
<u>Child care workers</u>			
a. baby sitting for special occasions			
b. day care of children			
c. 24-hour care of children in homes			
d. care of children in stores, etc.			
<u>Family financial advisers</u>			
a. weddings, parties			
b. home and apartment furnishings			
c. immediate and/or long-range family financial planning			
<u>Food service workers</u>			
a. in homes			
b. in nursing homes			
<u>Housekeeping aides</u> (routine tasks in care and operation of home)			
<u>Manager for home</u> (in absence of wife or mother)			
<u>Personal shoppers</u>			
a. for individual needs			
b. for family needs			

	Needed this service last year	Knew people who needed this service	Believe trained persons would be employed
<u>Receptionist</u> a. multiple living units-apartments having units b. centers where families are served (hospitals, motels, etc.)			
<u>Special or seasonal help</u> a. floor waxing and polishing b. window washing c. general cleaning of the home			
<u>Special clothing service</u> a. repairs, renovations, etc. b. hand laundering c. button holes, buttons, belts, monograms d. renovation of hats			
<u>Service center for homemakers</u> a. individual conferences b. answering questions through letters, telephone, etc. c. consultants for families "on the move" (storage, moving, etc.)			

LEARNINGS IN CLASSES FOR HOMEMAKING USED IN GAINFUL EMPLOYMENT

Typical ways in which South Carolina students are using home economics education for employment are shown in the following excerpts from teachers' reports:

"Many students are employed in community garment factories. They receive further training in use of specific machines but say that coordination and use of sewing machine is useful. Others have worked in child care centers, waiting on tables, or as short order cooks."

"One student used her knowledge of housework, especially sewing, cleaning kitchens and cabinets, to earn extra money. She also makes her little sister's clothes and her own."

"A junior who dropped out of school last year is now employed by a neighbor to keep house and take care of a young child."

"A student whose family is on welfare lived with a family near town who paid her to help with the housework, cooking, and care of a small child."

"A student who has been making clothes for her family since the ninth grade is now employed in a clothing factory."

"A tenth grader has been making her spending money by making draperies for a neighbor."

"One graduate is making hospital gowns and hemming sheets for a hospital in Buffalo, N. Y."

"One adult who manifested a great deal of enthusiasm for clothing construction now makes dresses, blouses, coats, suits, costumes for majorettes and operettas, curtains, and draperies."

"One of my students is sewing for families, making band uniforms and wedding clothes."

"Several girls are working in sewing factories, earning an average of \$40 weekly."

"One young man in class is now chef in a large restaurant."

"Boys in a class in preparation and serving of meals have part-time employment as waiters and caterers."

"A member of the adult class in slip-covering and furniture renovation has added much to the family income through a part-time business for these services."

Teachers are working with youthful dropouts on employment opportunities related to home economics. High school career classes are being expanded and enriched to help youth learn more about job opportunities.

A COOPERATIVE DISTRIBUTIVE EDUCATION--HOME ECONOMICS PROGRAM
AT FARRAGUT HIGH SCHOOL IN CHICAGO, ILLINOIS

Alice Orphanos Kopan
Home Economics Teacher
Farragut High School

Developing rapidly is the Cooperative Distributive Education--Home Economics Program at Farragut High School. Features of this program are team work and the provision of occupational information to 11th and 12th grade Home Management classes.

Early in the "thinking stage" of the program, the author was impressed with the fact that the field of Home Economics at secondary levels is becoming two-pronged, providing:

- preparation for homemaking--for strengthening family life, and,
- preparation for employment--for helping students to learn marketable skills



This concept of the dual nature of present-day home economics was one that the author found stimulating and provocative. She began to search for ways in which she might broaden her program to provide for education for employment as well as for homemaking. Out of her search grew the cooperative effort with Distributive Education.

Actually, the program began with dolls! It all started in the middle of February, 1964, when the author had morning coffee with the Distributive Education teacher. She discovered that the D.E. class had 30" tall mannequins for use in display cases and that these mannequins were in need of clothing. Home Economics students were interested in the knowledge and experiences to be gained from clothing the dolls.

The second step in the developing program came when Home Management students helped in planning interior decoration changes for the D.E. classroom. The girls had an opportunity to apply art principles learned earlier in the year.

Another chance for shared activity came when it was realized that the Distributive Education students needed some background in art principles for application to the decoration of display cases. Three students who were in both the Home Management and D.E. classes, aided by the Home Economics teacher, planned and presented lessons on art principles to the D.E. students. The effectiveness of these lessons was evident in the improved quality of the display cases.

In turn, the D.E. class visited the Home Management class on the day when room layouts were evaluated. This provided an opportunity for the D.E. students to learn some of the problems with which they might be concerned as sales personnel in a home furnishings department. Later, some of the Home Management students presented a talk on the use of color to the D.E. students.

Another event was a visit to the new D.E. laboratory at Crane Technical High School in Chicago. One student from each class was selected to make the visit. Accompanying the group were the Home Economics teacher and the Distributive Education teacher. On the day following the trip a brief report was given to each class in Home Economics and Distributive Education. The teacher-led discussion following the reports served to point up and stimulate interest in the areas for cooperation activity in Distributive Education and Home Economics programs.

Another instance of cooperation occurred when a D.E. student talked to the Clothing Class about her experiences as a sales girl in a large Chicago department store. The importance of knowledges and abilities in the clothing area to job success in a clothing-related field became apparent.

Personnel of both the Department of Distributive Education and that of Home Economics at Farragut High School see the value of teamwork in preparing students for jobs in distributive occupations in home economics-related areas. During the current school year plans have included provision for continued and expanded cooperation. Following is a content outline for a unit in retail merchandising to be developed cooperatively. This is merely an example of one situation where a team of teachers, each with knowledge in a specialized area, serve student needs more effectively than might either working alone. The topics marked with an asterisk (*) are those for which the Home Economics teacher will have the major responsibility.

* * * * *

UNIT: RETAIL MERCHANDISING

(To be taught cooperatively by Mrs. Kopan and Mr. Tolbert.)

Major Objective: To present the fundamental principles and practices of retail merchandising to those who perceive it as a possible vocation.

I. Sales Promotion

A. Personal salesmanship

1. Retail selling techniques
2. Opening and closing the sale
3. Practical selling psychology

B. Sales Promotion

1. Types of promotional activities
2. Tools for promotion
3. Analysis of market
4. Planning, budgeting
5. Arithmetic applied to sales
6. External and internal methods of promoting business

C. General Advertising

1. Departmental organization
2. Copywriting, layouts, final preparation
3. Kinds of advertising
4. Evaluation of media

D. Radio and Television Advertising

1. Social and economic problems of radio and television
2. Plans, methods, and evaluation

*E. Visual Point of Sales

1. Creative design as applied to visual presentation of merchandise in windows and interiors
2. Use of materials, color and lighting effects

II. General Survey

A. Historical development of retailing

1. Its place in the American economy
2. Economics and social factors affecting it
3. Types of stores, procedures, policies, organizations, operations
4. Contemporary trends in retailing

III. Retail Buying

A. Buying techniques

1. Legal aspects
2. New items, staple items

3. Promotional merchandising
 - a. What to buy, how much, where
 - b. Purchase planning

IV. Merchandising Techniques

- A. Profit elements
- B. Operating statement analysis
 1. Markup
 2. Markdown
 3. Inventory control
 4. Pricing policies

*V. Merchandise Information

- A. Color and Design
 1. Applied to home furnishings, merchandise, display, packaging
- B. Textiles
 1. Identification
 - a. Qualities
 2. Methods of testing
 3. Appropriate use
 4. Care
 5. Serviceability
- C. Home Furnishings
 1. Determination of quality and care
- D. Interior Decoration and Design
 1. Trends and procedures
 2. Periods
 3. Room planning
 4. Layout
 5. Color schemes
 6. Selection of furnishings

VI. Personnel Administration

- A. Management
 1. Job analysis and evaluation
 2. Sources of labor supply
 3. Selection and placement
 4. Personnel ratings, wage plans
 5. Labor relations
 6. Employee activities
 7. Communications
- B. Training Techniques
 1. Techniques of employee training
(techniques can be shared by both teachers)
 2. Motivation and communication

*VII. Fashion and Costuming

- A. Historical survey of apparel art
 - 1. Factors influencing style and fads
- B. European and American designers
- C. Analysis of individual
 - 1. Line
 - 2. Coloring
 - 3. Type and size

VIII. Research

- A. Selection, investigation, and critical study of research in retail field geared to secondary education level
- B. Scientific method as applied to research techniques in marketing problems

IX. Distribution and Marketing

- A. Principles governing distribution of commodities from original producer to ultimate consumer

*X. Consumer Economics

DESIRED OUTCOMES

- | | |
|--|---|
| <ul style="list-style-type: none"> A. Money management B. Protective services C. Community resources D. Citizenship responsibilities E. Personal and family budgets | <p>Aids the student to:</p> <ul style="list-style-type: none"> 1. Develop marketable skills 2. Become consumption-conscious (understand, use and choose goods) 3. Recognize opportunities afforded by retailing 4. Prepare to meet and work with other people |
|--|---|

*XI. Creative Problem Solving

- | | |
|--|---|
| <ul style="list-style-type: none"> A. How ideas are created | <ul style="list-style-type: none"> 5. Develop an understanding of the retailer in the marketing and distributing structure |
|--|---|

- | | |
|--|--|
| <ul style="list-style-type: none"> B. Development of creative ability | <ul style="list-style-type: none"> 6. Supplement classwork with actual training in stores |
|--|--|

XII. General Management

- | | |
|--|---|
| <ul style="list-style-type: none"> A. Kinds of stores | <ul style="list-style-type: none"> 7. Gain positive attitudes toward work 8. Promote feelings of self-respect and achievement |
|--|---|

- | | |
|--|--|
| <ul style="list-style-type: none"> B. Organization and operations | |
|--|--|

- | | |
|---|--|
| <ul style="list-style-type: none"> C. Sales management | |
|---|--|

- | | |
|---|--|
| <ul style="list-style-type: none"> D. Report writing | |
|---|--|

- | | |
|---|--|
| <ul style="list-style-type: none"> E. Credit and collection management | |
|---|--|

XIII. Store Experience

- A. Necessary planning
- B. Obtaining and holding job
- C. Evaluation of work experience
 - 1. employer
 - 2. employee
 - 3. classroom teacher

* * * * *

Following are a few of the teaching materials and techniques found useful in the Farragut program:

STUDENT GUIDE SHEET

Am I Free to Choose?

No amount of planning or guidance can truly help a student unless he is free to make decisions. According to William Martinson many failures in schools stem from a lack of such freedom. The most common limitations on freedom of choice are:

- 1. parental pressure
- 2. lack of ability
- 3. immediate distracting opportunities
- 4. poor health
- 5. lack of money
- 6. personality limitations
- 7. conflicting responsibilities
- 8. lack of information
- 9. lack of experience

Hence, the teacher can assist the student in determining the extent to which these or other problems stand between him and his choice of occupation. The student may be posed with the following types of questions:

- 1. HOW DO MY PARENTS REGARD MY PLANS?
- 2. WHAT ARE MY STRONGEST ABILITIES IN RELATION TO THE REQUIREMENTS OF THE JOB IN WHICH I'M MOST INTERESTED?
- 3. WHAT FURTHER INFORMATION MUST I HAVE?
- 4. IF I HAVE ANY DEFINITE LIMITATIONS, WHAT ARE THEY?
- 5. WHAT, IF ANY, PHYSICAL LIMITATIONS DO I HAVE WHICH AFFECT MY JOB PLANNING?
- 6. WHAT ARE MY FINANCIAL LIMITATIONS?

7. DO I HAVE OBVIOUS PERSONALITY LIMITATIONS FOR THE AREA OF MY CHOICE?
8. WHAT ADDITIONAL INFORMATION DO I NEED TO DETERMINE MY PERSONALITY STRENGTHS AND WEAKNESSES? HOW CAN I GET THIS INFORMATION?
9. WHAT ARE MY PLANS CONCERNING MARRIAGE AND/OR MILITARY SERVICE?
10. CAN I CONTINUE MY JOB PREPARATION IN VIEW OF THESE PLANS?
11. WHAT OTHER JOBS SHOULD I CONSIDER AND INVESTIGATE FURTHER?
12. HOW DO I ENTER THE JOB FOR WHICH I AM PREPARING?

CASE STUDIES IN OBTAINING AND HOLDING JOBS

CASE I.

Sandra Z. first applied at an Employment Service office at the age of 16. She said she needed a job urgently because she was living with her sister. When she reported to the employer and was told her wages she immediately replied that friends advised her not to work for those wages and that she wasn't interested. The employer contacted the counselor and said that he would not hire this applicant under any circumstances. Her attitude and manner were so unsatisfactory that he felt she should not be referred again.

CASE II.

Mary S., 19, is tall and attractive. She went to art school in Cleveland for half a year, was dissatisfied and quit in February. The Employment Office referred her to a job that did not require experience but included Saturday work. She informed the employer that she wanted Saturdays free to visit friends in Cleveland.

When given the name of the person with whom she would be working, Mary exclaimed, "Oh, her! I fought with her all through high school." Needless to say, Mary did not get the job. The employer reported that he did not consider her mature enough.

CASE III.

Lenore had excellent experience as an accounting clerk, stenographer, and general office clerk. She was also an efficient typist. She was, however, quite short; her hair was long and uncombed, and her clothing loud. She was referred to a large industrial plant for a job as accounting and payroll clerk.

The personnel manager said that he wished he could employ her, but because of her appearance he feared she would not fit in with the other

girls in the office. Her lack of neatness and poor taste in clothing resulted in her not being hired.

CASE IV.

Mary wanted a job with hours like those she had while attending school. The job must also be in her neighborhood; she did not want to travel downtown; the working conditions must be just right with pleasant surroundings and congenial co-workers. Mary insists on these special requirements and is still unemployed.

CASE V.

Agnes was placed with a local newspaper. Her duties were proof-reading and teletyping. After two days she quit without notice and reported to the counselor that she disliked the job because her major work was proofreading.

CASE VI.

June graduated from a high school commercial course and was sent to her first job as a stenographer at \$45 a week. She worked about 10 days and then quit. Her duties, she said, were too varied; she wanted more stenographic work. The counselor found her another job at the same rate of pay per week. She worked only one day because the dictation was too heavy.

NOTE: THE TEACHER CAN MAKE UP SITUATIONS TO PINPOINT IDEAS TO INDIVIDUALS IN THE CLASSROOM WITHOUT EMBARRASSING THEM OR SINGLING THEM OUT.

SUGGESTIONS FOR HIGH SCHOOL STUDENTS REGARDING JOB INTERVIEWS

Personnel executives have been asked in many studies to list the most important things the graduating senior can do in order to make a favorable impression during the job interview. One such study came from 153 companies whose findings were reprinted in Educational and Vocational Planning by William Martinson (Scott, Foresman & Co., 1959).

High on their list of priority were the following suggestions:

- *Know what field of work or job he is interested in and why.
- *Understand his interests and abilities.
- *Show a knowledge of the company and its products or services.
- *Read company literature in the placement office.
- *Dress properly--neatly. A good appearance.
- *Try to be relaxed--at ease. Act naturally.
- *Ask questions about the company or job which are sensible--intelligent--pertinent--discriminating--well thought out.
- *Display an interest in the company and the job.
- *Be sincere--forthright--frank.
- *Show an ability to express himself clearly; good use of English.
- *Have a scholastic record which is average or better.

THE USE OF APPLICATION FORMS IN OBTAINING A JOB

Recently, a campaign to better prepare students for employment took place at Farragut High School. The use of application forms was emphasized. The information required on the forms helped students recognize problems and needs and set the stage for learning how to become a more "employable" person.

The aim was to focus on all the information that is necessary before one goes for any job and the importance of thoroughness and neatness. Terminology was reviewed in English classes. Many did not know the meaning of words such as maiden name, dependent, status, initials, etc. In fact, many upper classmen thought that "initial" meant the initials of their first and last names. Emphasis was also placed on the importance of having names and data for references and that they be contacted before using their names on application forms. Another eye-opener for many of the students was the fact that some forms ask average scholastic score and rank in class.

"If you left school before graduating--WHY?" was a question asked on the form used in the campaign. The author joined forces with one of the counselors, Mrs. Richards, and discussed with students the questions related to dropping out of school.

The author emphasized the following with her Home Economics students:

1. Application forms are requested in almost all jobs.
2. Application forms often give the very first impression of you to the employer.
3. The importance of thoroughness, neatness and correct information.
4. The importance of correct spelling and grammar.
5. The importance of having necessary data with you before filling out form.
6. The importance of references.
7. The importance of the school record--scholastic, character ratings, activities, honors.
8. The necessity of obtaining a social security number and work permit.

In Home Economics classes, the students discussed "Getting and Holding a Job." The students were motivated for such a discussion as a result of their experience with the application forms.

FARRAGUT PROGRAM--DISTRIBUTIVE EDUCATION AND HOME ECONOMICS COOPERATE

It began with dolls!
Lucy, Barbara, and Ruth
help dress mannequin for
Distributive Education
display.



TEAM TEACHING

Mr. Tolbert, Distributive Education teacher, being presented with blouse made by Doris in Clothing class. Blouse is to don one of the mannequins in the D. E. classroom.



Home Economics students and their teacher, Mrs. Kopan, brief Distributive Education students on color harmony and effective use of color for display work in selling.



A Home Economics student who has had one year of clothing demonstrates to both Home Economics students and girls from Distributive Education classes features to look for in a well-made garment.

EXPLORATION IN EMPLOYMENT EDUCATION IN HOME ECONOMICS
AT TINLEY PARK, ILLINOIS

Patricia Woller, Chairman
Home Economics Department
Tinley Park, Illinois, High School

Last summer I approached the idea of education for gainful employment as a part of the Home Economics Program with mixed feelings. I had been motivated to consider the possibilities by discussions of the following at the 1963 convention of the American Home Economics Association: the Vocational Education Act of 1963; Hunt's study of 10,000 young homemakers and the difficulties they had managing their housework; reports from public housing authorities on women's inability to keep their homes clean and to manage them successfully; and Betty Friedan's Feminine Mystique.



Finally, having accepted that I had some responsibility for helping prepare students for employment and realizing that high school is probably the last opportunity some students may have for such preparation, I began to wonder where I might go for information and other types of help in getting started on a program of employment education. I went to the library and looked for published materials but found very little. Happily, there is a developing literature in the field and a great deal more is available today.

During a workshop on teaching home management at the University of Illinois, I planned a unit of study entitled "Management for Housekeeping Services." The unit was to be taught at the sophomore level. I felt that a course at the junior or senior level would be too late for some of the girls. A number might have dropped out of school by that time.

The objectives of the management unit of study were:

1. To acquaint the students with some of the problems and needs of the woman carrying the dual role of homemaker-wage earner.
2. To help students develop increased ability to manage their time, energy, and abilities.

3. To develop housekeeping skills for service occupations and for their own homes.

In carrying out the plans, considerable progress was made toward the first two objectives. In respect to the third, we were too ambitious. We developed some abilities but failed to reach skill levels of performance. Out of the experience, I have drawn the following conclusions:

1. Emphasis on the dual role of homemaker-wage earner serves to motivate for the teaching of management at the sophomore level.
2. High school age students should not be called "skilled housekeepers" but titles such as the following might be appropriate: homemaker's aide, homemaker's assistant, home cleaner. Service occupations that require decision making should be held by older and more mature persons.
3. A person cannot gain skill through a unit of study which does not provide for considerable practice. A supervised job-training program provides for practice and skill development. However, most homemakers are interested in someone to come in and do the weekly cleaning, not a girl for whom they must provide some of the training. I found that the employed homemaker did not have time to work with the student and to help train her and the full-time homemaker was likely to lack funds for such help or feel no special need.
4. I tried to incorporate too much in the unit of study--the principles of management and preparation for wage earning as a housekeeper. A semester course to prepare for work as a housekeeper's helper might be realistic, but I believe that it should be preceded by study in the area of home management.
5. Employment education programs probably should be in the eleventh or twelfth grade--particularly those involving work experiences in the community. However, units of study on careers and the world of work might be included before this to develop favorable attitudes toward working and understanding of some of the considerations common to most occupational preparation.

I believe that the teacher should not be afraid to experiment with a short unit or course to prepare for employment. Such experimentation helps the teacher develop guidelines and the confidence necessary for working on a longer and more concentrated training program.

JUNIOR HIGH SCHOOL JOB TRAINING PROGRAM--
HOUSTON INDEPENDENT SCHOOL DISTRICT

Information provided by Nanalee Clayton, Director,
Department of Homemaking Education, Houston, Texas

Houston's pilot project to provide job training for over-aged potential dropouts began in January, 1965, in three junior high schools. The project is supported by the Houston Independent School District.

Facilities for this program are located in pre-fabricated buildings with a stainless steel short order and catering area set up at one end of the room. Other areas are set up for ironing, upholstering, maid service and hand laundering.

The goals of the program in exploring job opportunities are:

*To develop in the student a desire to stay in school in order to secure a better job after graduation.

*To enable the dropout student to gain the skill required for gainful employment.

Skills acquired through the training program may also enable a student to secure part-time employment in order to continue his education.

A list of the jobs for which this program offers an opportunity to prepare include the following:

1. Helping in a dry-cleaning establishment
2. Pressing in a laundry or dry-cleaning establishment
3. Personal laundry service
4. Hand pressing in the garment industry
5. Machine operation in the needle trade
6. Personal mending and pressing service
7. Minor clothing repair--mending, sewing on buttons--in a laundry or dry-cleaning establishment
8. Altering clothing (sewing as directed by the fitter)
9. Assisting a seamstress
10. Maid service in alteration room
11. Household maid service
12. Housekeeping assistant in dormitory, motel, hospital, or apartment house
13. Cleaning in grocery store
14. Assisting in cafeteria or catering establishment
15. Preparing short orders
16. Performing beginning jobs in food service:
 - a. Pot washing
 - b. Dish washing
 - c. Assisting as bus boys and girls
 - d. Vegetable peeling
 - e. Cleaning vegetables, fruits
 - f. Cleaning coffee urn and making coffee
 - g. Polishing silver

OCCUPATIONAL TRAINING FOR SLOW LEARNERS--HARLINGEN, TEXAS

Louise Shanahan, Home Economics Teacher
Harlingen, Texas, High School

The curriculum director of the Harlingen schools, the high school principal, the school counselors, and I, the homemaking teacher, have been concerned with the needs of the slow learners and the kind of home economics curriculum that best will meet their needs.

An advisory committee composed of a business woman, a social worker, and two homemakers was organized to work with school personnel in developing a home economics program to meet the special needs of these students.



The objectives of the program were developed, as follows:

1. To provide class work and wage-earning training particularly directed toward the slow learner.
2. To give girls a reason for staying in school and reaching a desired goal.
3. To assist girls in maintaining high standards of personal grooming and health, and in managing their own time and money.
4. To help students develop good work habits, professional attitudes, good employer and employee relationship, and good attitudes towards fellow employees.
5. To develop a definite understanding of responsibility and dependability in relation to their work and other people.
6. To gain homemaking skills related to the areas of work considered.
7. To provide trained personnel for employment in areas that are especially important and needed in the community.
8. To help girls earn money to assist with current expenses.

The curriculum was outlined as follows:

Ninth Grade

One year of Homemaking offered as a basic course.

Tenth Grade--Home Economics to Related Occupations #I

A two-hour course is developed, keeping in mind that, whatever phase of homemaking is taught, emphasis is given to the relationship to job preparation.

Eleventh and Twelfth Grades--Home Economics to Related Occupations #II

An on-the-job training program is a joint effort of school and employers to train students for gainful employment, otherwise known as a cooperative program. Home Economics to Related Occupations is a cooperative program in Home Economics, coordinating efforts of school, homes and business establishments.

It was decided that a student should not be placed on a job until she reaches the junior year in high school; of course, the instructor must determine when a student is ready for a job. During her last two years of high school her day might be as follows: three hours in the regular academic program, one hour conference with teacher-coordinator, lunch, and on-the-job from 1 p.m. until 3 p.m. A maximum of five extra hours of work per week will be allowed to provide for special situations. It is felt that allowing more work hours than this would interfere with proper performance in the student's academic work.

At the present time, the student is to be paid fifty cents per hour for her work which is the prevailing wage in Harlingen. The cooperating employer understands that he or she is to supervise the student while she is working, to help her learn various aspects of her job, and to improve her efficiency. It is also understood that these girls are to remain in school until they have graduated or, perhaps in some cases, until they have reached their academic potential. The cooperating employer is not to offer the girl full-time work until this point of education is reached.

Twice a month the employer and teacher-coordinator will discuss progress and/or areas of instruction needed. The student and her employer will keep a record of hours worked and the student will maintain a check sheet of the work that she does.

Some of the areas of work include:

1. Assistant in a nursing home
2. Assistant in a home
3. Linen mender in hospital
4. Nursery school assistant
5. Motel and hotel service: cleaning, mending, pressing, serving
6. Cafeteria worker
7. Worker in dry cleaning establishments: sewing on buttons, mending

8. Laundry worker: hand pressing, mending
9. Sales person in department store, ready-to-wear store; cleaning and stockroom work
10. Drapery shop worker: hand sewing
11. Garment factory worker: (Provided a power machine is available so that a girl can be trained.)

Acquainting the Community

Since the program is a cooperative program, it is important to secure the support of the community. The following are steps taken in launching the Harlingen program:

1. Explaining the program to service clubs and organizations in the community.
2. Contacting the ministers to explain the program and secure the names of leading women.
3. Inviting homemakers and community leaders to a brunch to interpret the program.
4. Contacting the Chamber of Commerce to secure names of possible businesses employing people who need home economics training.
5. Contacting the employment service to determine the availability of jobs involving home economics knowledge and skills.
6. Participating in community survey of job opportunities.

Progress Report

Results of the First Year of the Program 1963-64

It was decided that a girl with two previous years of Homemaking could be placed on the job during her junior year.

At midterm the homemaking teacher, having interpreted the program to the community, interviewed girls for job placement.

Only one girl was willing to take a job. The reasons for the other girls not accepting the jobs were (1) no one wants to be first, (2) lack of understanding by the parents, (3) stigma attached to the kind of work. The girl who did accept employment in the home has been most successful.

Results of Second Year of the Program--November 1, 1964-1965

This year twice as many girls have enrolled in Home Economics to Related Occupations #I.

Home Economics to Related Occupations #II are the girls employed.

There are eleven girls currently employed in the following businesses:

- day nursery
- cleaning establishment
- candy store (as a maid)
- beauty shop (as a maid)
- drapery sales
- homemaker assistant
- ladies' ready-to-wear (alterations)

At this point we may assume that girls who have had HERO #I are not only better prepared for their job but have an understanding of their position and acceptance of the kind of work they are doing.

The employers have been pleased with these girls, which emphasizes the importance of training for slow learners before being placed on the job.

It is important that the employer understand that these girls are not mentally retarded but slow learners.

Conclusion

The instructor has found the community very cooperative. However, it is a program that requires thorough interpretation because of the public's misunderstanding of a slow learner which results in reluctance on the part of an employer to use these students. Also the instructor feels too much emphasis cannot be placed on previous training for these students.

STUDENTS IN THE HARLINGEN, TEXAS, HOME ECONOMICS
CLASS IN PREPARATION FOR WAGE EARNING



With their instructor, Mrs. Louise Shanahan



EMPLOYMENT EDUCATION IN THE HOME ECONOMICS
PROGRAM AT LINCOLN, ILLINOIS

Janie Kafka, Home Economics Teacher
Lincoln Community High School
Lincoln, Illinois

Last year at Lincoln Community High School a unit of study on "Orientation to the World of Work" was included in the Family Living course for seniors. Since employment education is new in the field of Home Economics, the unit was not designed to qualify for reimbursement but to serve as a starting point in developing a home economics employment education program in the school and in helping the teacher learn about the possibilities in the program and gain confidence for delving more deeply into the area of education for wage-earning.

How does one go about including a world-of-work unit of study in a Family Relations class? This is how I did it.

We discussed the multiple roles of women, including her role as an employed person. Facts about the work lives of women were presented in the discussions.

We considered human relationships with applications to both home-making and employment situations. A study of basic human needs and defense mechanisms was incorporated in the discussions.

Topics dealt with during eight fifty-minute periods were:

1. Getting along with others, including personality characteristics valued by employers, co-workers, and customers.
2. Understanding the system of free enterprise and the employee's contribution to business.
3. A special outlook for service occupations.

We found that 70 percent of the girls in the two Family Living classes had worked in part-time or summer jobs, so discussions on preparation for the shock of working were meaningful in terms of actual experience. Ample illustrative examples regarding problems in human relations and identification with the employer's point of view were furnished by the students.



Although 70 percent of the students had been employed at one time or another, fourteen of the girls were employed at the time the unit was being taught. Their places of employment were as follows:

- *One with insurance agency as typist
- *Two as clerks in variety 25¢ to \$1.00 store
- *Two at popcorn stand in local movie theater
- *Two in grocery store as food checkers
- *Two in beauty shop as apprentices
- *Two at the hospital in food service
- *One in hotel, food service
- *One at salad bar in rootbeer stand
- *One at cosmetic counter in a drugstore

I found it difficult to think of employment in terms other than retailing since my own work experience had been in retail stores. I had to broaden my notions as to the type of work that young people do and, in particular, I had to begin thinking more specifically in terms of the contributions that the knowledges and skills of home economics might make to preparing students for various types of jobs. Of particular interest is the fact that of my fourteen employed students, only one, the typist, was in a job having little relationship to home economics.

I realized that for some of my students the jobs they held were stepping stones to other types of employment. For some, the opportunities for vertical job mobility would be very limited.

Eleven of the fourteen girls who worked during the school year used their jobs as home projects, keeping records of work progress in different phases of their jobs ranging from human relations to job skills. These project reports served as one means of evaluating students' progress toward the objectives of the world-of-work unit of study.

One question that I had been concerned about was, "What are the occupations related to home economics?" My students made a lengthy list of these and justified the inclusion of each in terms of home economics content. I was surprised that they could suggest so many!

As a result of my explorations in employment education, I have become much more conscious of the work experiences that my students and former students are having. I have seen some of my students serving as Candy Strippers at the hospital, working behind the steam table at the hotel cafeteria, waiting tables in restaurants, car-hopping at drive-ins--and I have seen some attending university classes as they prepare to become professional workers!

My personal objectives, to develop more understanding of the possibilities in an employment education program in home economics and to increase my confidence in my ability to help girls prepare for employment, were met as a result of planning and carrying out the unit of study on orientation to the world of work and by attending a summer workshop on employment education in home economics. During the workshop I developed plans for a semester's course to prepare students for

employment in food-related occupations. These plans are being carried out during the present school year. Thus, our employment education program in home economics at Lincoln High School is developing--step by step--as both teacher and students gain experience and confidence.

VISUAL AIDS FOR THE NEW DIMENSION IN HOME ECONOMICS

Ruth Stovall
Carolyn Brown

VISUAL AIDS FOR THE NEW DIMENSION IN HOME ECONOMICS

Ruth Stovall
Carolyn Brown



Ruth Stovall, State Supervisor
Home Economics Education
State Department of Education
Montgomery, Alabama



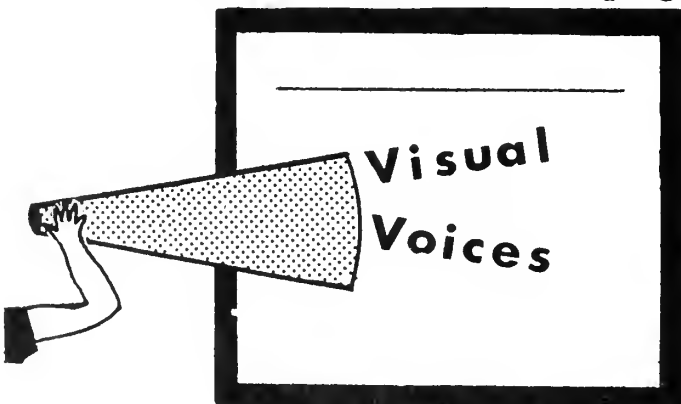
Mrs. Carolyn G. Brown
Supervisor, Occupational
Education in Home Economics
State Department of Education
Montgomery, Alabama

VISUAL AIDS -- "VISUAL VOICES AND "HELPING HANDS" OF LEARNING

The chalkboard has been called the "teacher's visual voice." All visual aids which contain an idea or convey a message may be called "visual voices" of learning. A visual aid is an "aide" or a "helping hand" to learning.



Today, the new dimension, occupational education in home economics calls for "visual voices" and "helping hands" of learning to convey its message and to get ideas across which will result in quality education in this pioneer field.



The new dimension in home economics expands the offerings of home economics to include education for employment in occupations which involve home economics knowledge and skills. Visual aids for this new aspect of home economics are not yet available in films, filmstrips, slides, posters, exhibit materials, pamphlets, charts, or other forms of

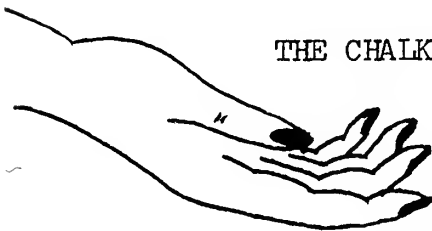
displays. Because visual aids for employment education in home economics are not on the market, each teacher is challenged to create ideas for visuals which will give this new dimension a send-off in the direction of quality learning.

Visual aids may be used to --- show the breadth of the new dimension--the many, many occupations which involve knowledge and skills from the different areas of home economics including: clothing and textiles; foods and nutrition; home management and family economics; housing; and human development and the family.

Visual aids may be used to --- deepen the learnings required in an occupation so that the new dimension achieves depth of instruction. Education for employment involves concept formation and generalizing processes as well as the development of specific skills if instruction is to have permanent value to the student.

Visual aids may be used to --- show the what, the why, and the how of the instruction, and the use of knowledge and skills in the unforeseen as well as the foreseen aspects of an occupation or occupational field.

In developing visual aids which truly teach, the creative teacher may "finger point" a few guides for using these as "helping hands." A few guides are herewith suggested as a means of stimulating the teacher to use these and to think of others.



THE CHALKBOARD--A VEHICLE FOR VISUAL MATERIALS IN OCCUPATIONAL EDUCATION

Chalkboards are practical for visual presentations in occupational education classes because they are in every classroom. Portable ones are usually available in other meeting places, such as lunchrooms, hotels and motels, industrial plants, etc. Guides for using the chalkboards are as follows:

- . Use chalkboards to explain processes, procedures, facts, and ideas using sketches, diagrams, and other visual and verbal symbols.
- . Use chalkboards to define new words, point out key words, and to present outlines, classifications and "big" ideas.
- . Test the visual effectiveness of the chalkboard by writing a few lines on it and walk to the back of the room to check the glare and readability.
- . Make the illustrations come alive with the use of colored chalk.
- . Plan for dramatic presentations by preparing the chalkboard in advance and covering it with strips of paper which can be removed one at a time as the demonstration proceeds. Roller shades may be used for the same purpose.

- . Use the chalkboard to introduce a film or filmstrip by writing on it the questions which the class hopes the film will answer.
- . Tie together the tackboard (bulletin board) displays and the chalkboard; for example, outline on the chalkboard the key points illustrated on the tackboard, or write key questions on the chalkboard in reference to the illustrations on the tackboard.
- . Keep a yardstick handy to use as a pointer as well as a measure.
- . Erase the chalkboard neatly after use and make sure it is clean before using.

PRODUCTION MANAGEMENT FOR QUALITY FOOD

Plan menus in advance

Secure and arrange materials and supplies

Develop work methods to achieve work simplification

Plan production schedule

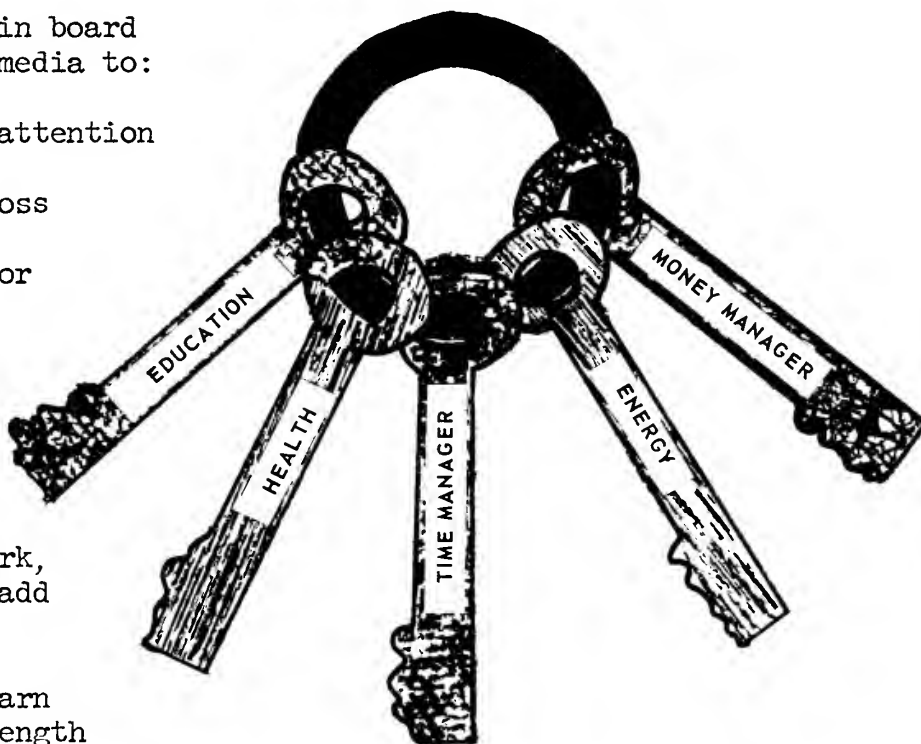
Check on quality of food prepared and methods of work used

THE BULLETIN BOARD -- A VISUAL "AIDE" IN OCCUPATIONAL EDUCATION



- . Use the bulletin board as a teaching device to introduce new facts and ideas or to motivate learning.
- . Use the bulletin board as a means of sharing class ideas, discoveries and other creative work.
- . Use the bulletin board as a developmental device through action methods, such as adding one key at a time when discussing KEYS TO FULFILLING THE DUAL ROLE OF WOMEN.
- . Try three dimensional effects using actual objects and projected lettering.
- . Evaluate the bulletin board as a communication media to:
 - attract and hold attention
 - get a message across
 - develop a belief or commitment
 - produce action
- . Cut letters from magazines, newspapers, road maps, foil, wallpaper, cork, or contac paper to add variety.
- . Form letters from yarn (dipped in full strength liquid starch).
- . Design the background to remain in the background in order to support the message to be imparted.
- . Vary the background with:

KEYS TO FULFILLING THE DUAL ROLE OF WOMEN



Corrugated paper

Fabrics

Burlap

Cheesecloth

Metallic paper

Fish net

Wallpaper

Contac paper

Screen wire

Mesh bags

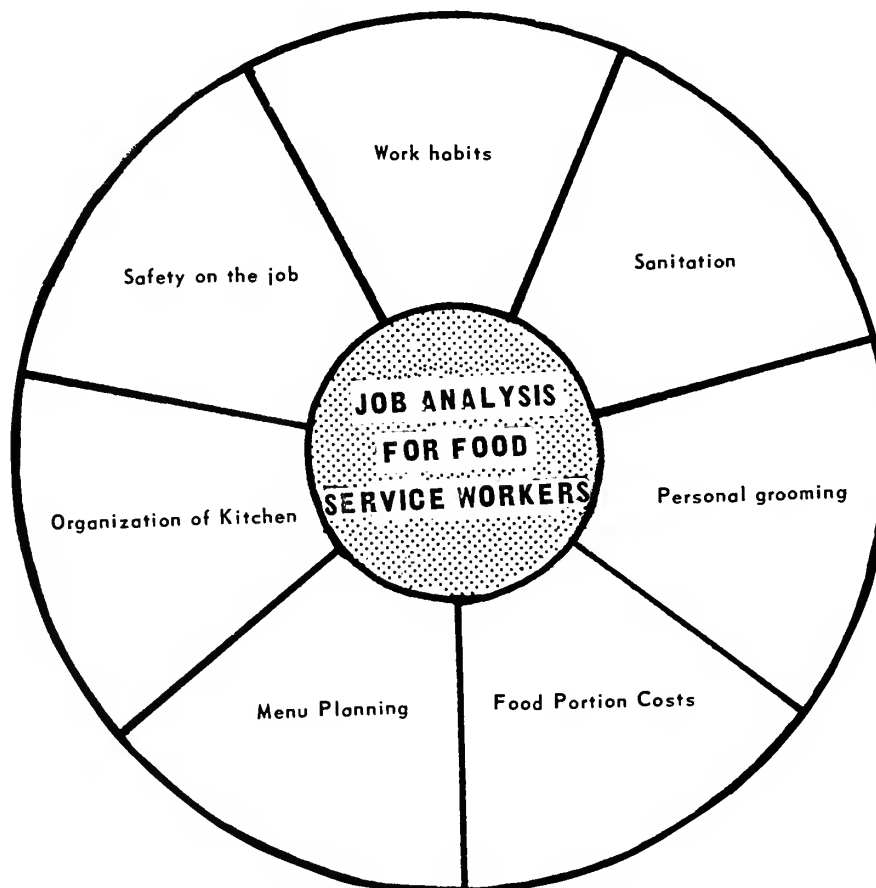
Colored paper

Doilies

FLANNEL BOARDS AND MAGNETIC BOARDS -- "MAGIC" VISUALS IN OCCUPATIONAL EDUCATION



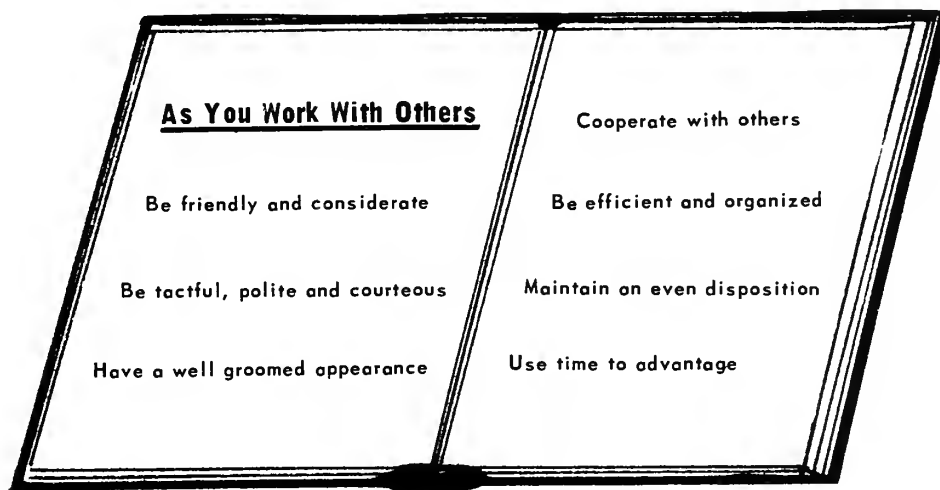
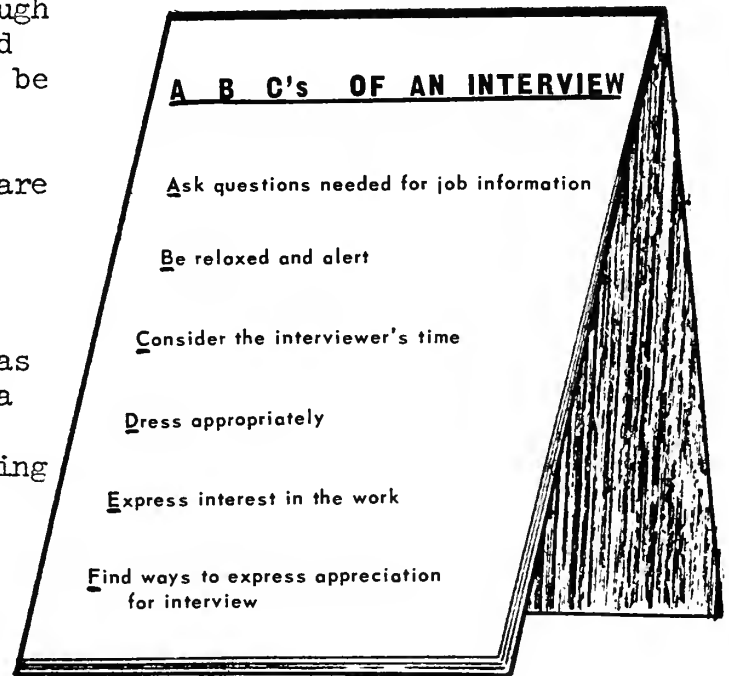
- . Employ the "Magic" of flannel boards and magnetic boards to teach a lesson or to interpret a program of occupational education.
- . Make use of flannel boards and magnetic boards when the information, story, or procedure can be developed in steps or part by part.
- . Present flannel boards or magnetic boards as action displays in which the build-up of the visual presentation keeps up with the verbal explanation.
- . Make the presentations dramatic and clear using expert showmanship.
- . Make use of color and texture to add interest.
- . Try different kinds of backing for objects to be used on flannel boards including felt, flocking, sandpaper, velvet, etc., to evaluate their effectiveness on different sizes and weights of illustrations.



POSTERS, CHARTS, FLIP CHARTS AND FLASH CARDS -- VISUAL MEDIA FOR OCCUPATIONAL EDUCATION



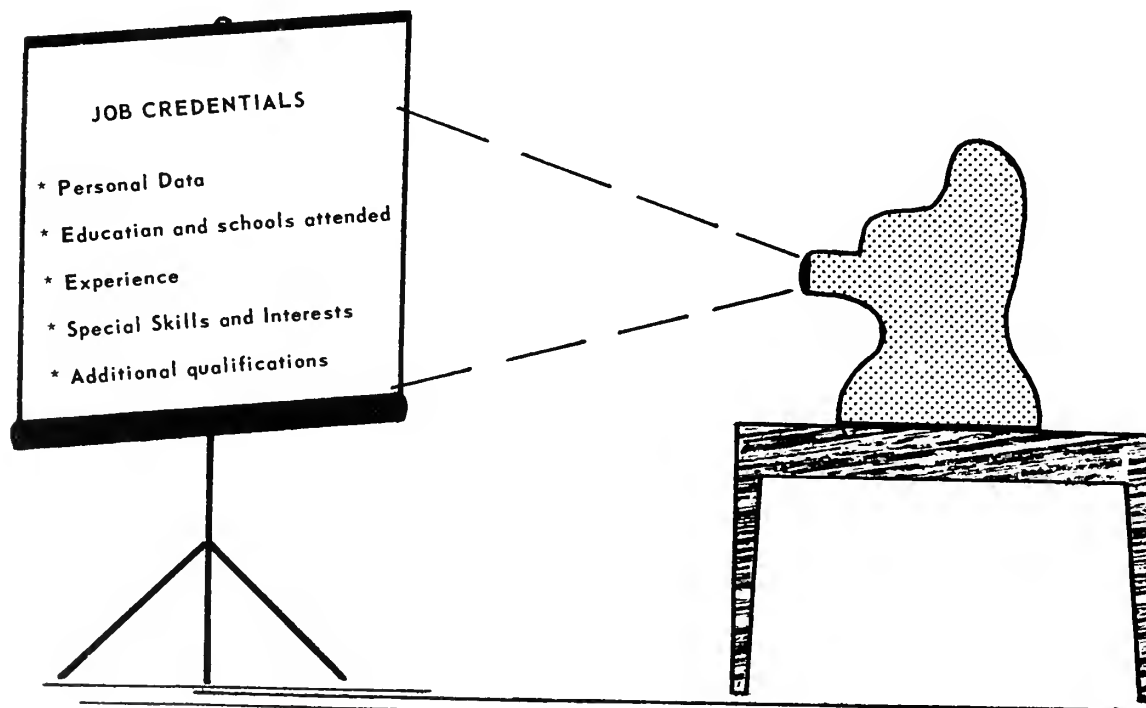
- Use the poster as an independent visual which states its message alone without the need for supplementary visuals or verbal explanations.
- Design posters and use bold color to attract attention, suggest action and get a message across simply but dramatically.
- Use charts to explain ideas through dramatizing facts and figures and procedures which might otherwise be dull.
- Design charts with details that are logical and understandable presentations uncluttered with non-essentials.
- Use flip charts and flash cards as action methods of presenting data and illustrating points, such as step by step procedures in carrying out a specific task.
- Find ways of protecting charts and posters during handling and storage to keep them clean, neat, and in condition to be used again.
- Make flash cards with lettering and illustrations large enough to be easily seen, and use the flash cards as interest approaches to present job analyses, for review purposes, etc.



PICTURES, SLIDES, FILMSTRIPS, MOVIES, TV, AND TRANSPARENCIES -- VISUAL AIDS IN OCCUPATIONAL EDUCATION



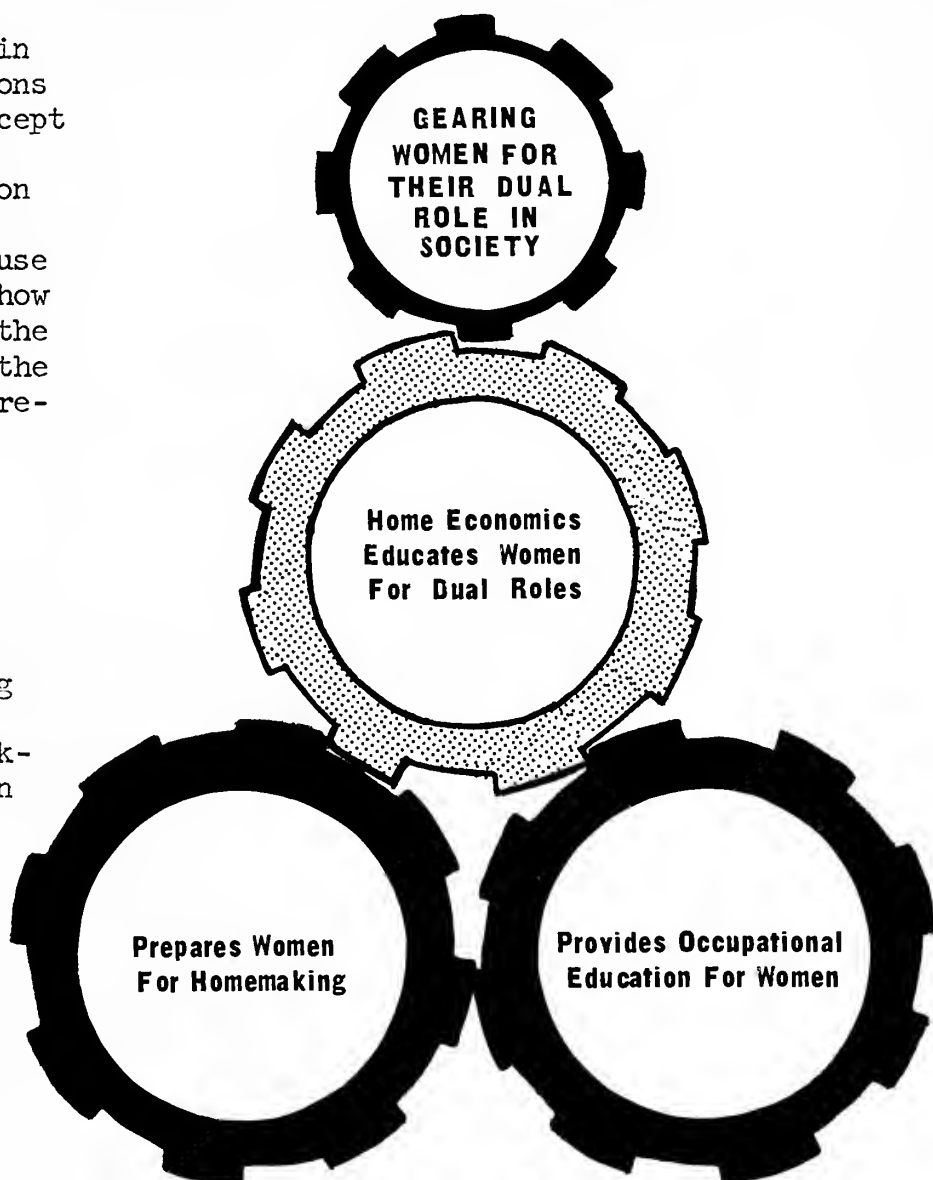
- . Make a habit of taking pictures of procedures, processes, and end products to use in teaching and evaluation, as well as for possible use in program promotion and interpretation.
- . Use slides, filmstrips, movies, and TV for discussion purposes to enlarge, deepen, and expand the learning experiences of students. These media can take a class into a restaurant kitchen, a garment plant, a child care center, or an interior decorator shop for a realistic look at work done in the respective occupations when a field trip is not feasible.
- . Use overhead and/or opaque projectors to present information and illustrations large enough for the entire class to view at the same time.
- . Store transparencies for future use when the teaching process is likely to be repeated for another class.
- . Apply color to transparencies using colored pencils, transparent tape, magic markers, or food coloring.



THREE DIMENSIONAL MODELS, MOCK-UPS AND ACTUAL OBJECTS -- VISUALS FOR OCCUPATIONAL EDUCATION



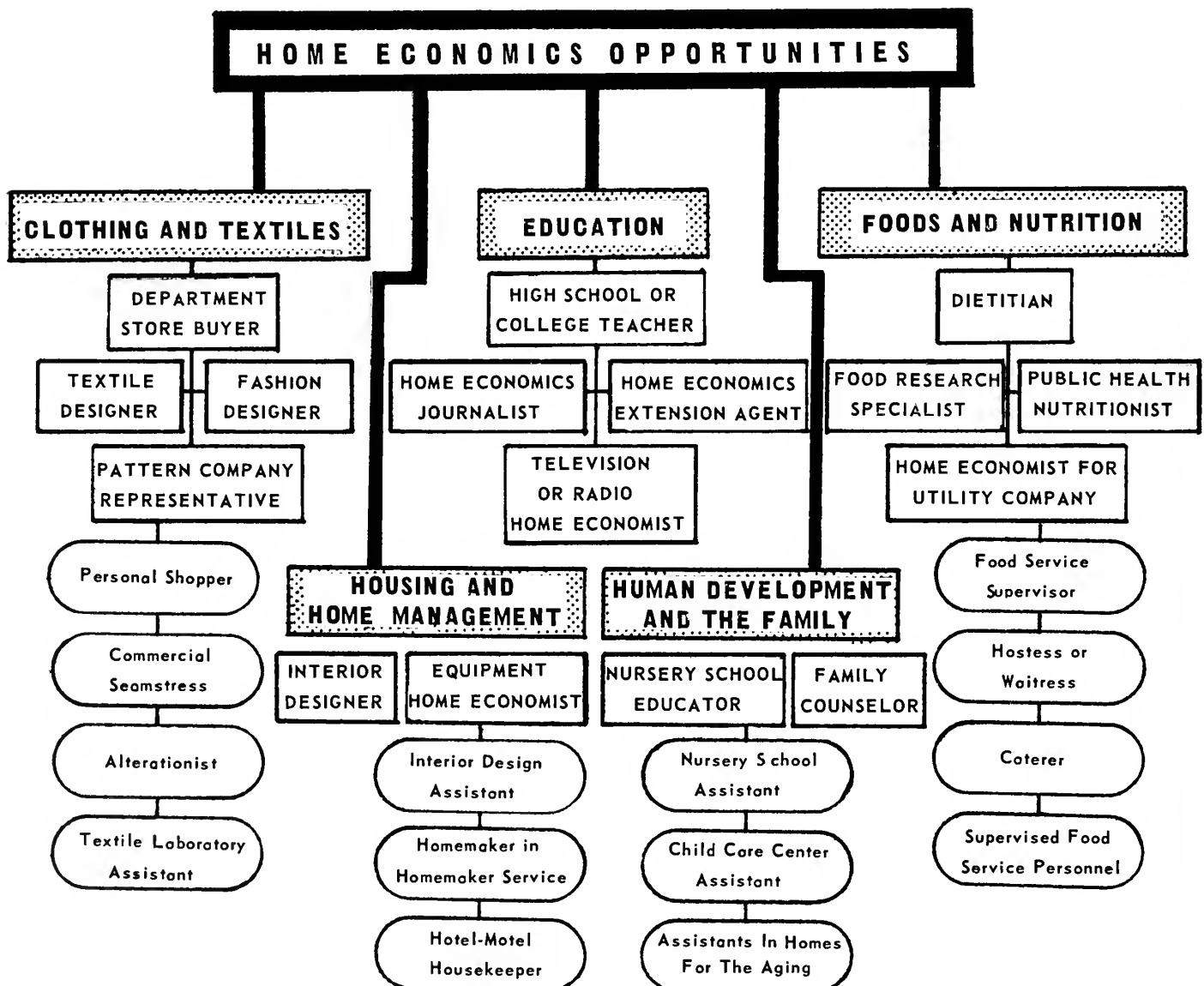
- . Use the real "McCoy" or a scaled model whenever practical in order to teach realistically.
- . Recognize that equipment changes rapidly in occupations and industry which means that models or actual objects are to be kept up-to-date if they are to teach the new and the improved methods.
- . Request loan of portable equipment or objects when purchase is not feasible.
- . Compare new and old equipment through the use of models or actual objects.
- . Use paper sculpture or three-dimensional models to simulate real objects.
- . Use models to explain complicated operations or to clarify a concept which would involve extensive preparation if actual materials were used, such as use of food models to show the three meals of the day, which contain the minimum daily food requirements for a designated family or individual.
- . Use mock-ups to concentrate attention on certain elements of learning to the exclusion of others, such as mock-up assembly lines in garment plants to teach production sequence; mock-up food preparation centers to teach time and energy management; etc.



MOBILES -- ACTION VISUALS IN OCCUPATIONAL EDUCATION



- Use mobiles to catch and hold the attention of the viewer.
- Recognize mobiles as a means of locating visuals in an open area, therefore conserving wall space needed for other uses.
- Use mobiles as a developmental method of teaching through adding one or more sections at a time until the entire design is completed, such as the visual HOME ECONOMICS OPPORTUNITIES showing (1) positions open to those with a bachelor's or master's degree in the various areas of home economics, and also (2) some of the jobs available to those who have completed employment education courses in home economics.



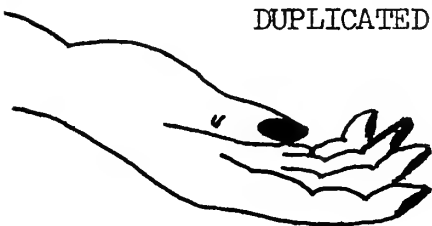
CARTOONS, COMIC STRIPS AND VISUAL SYMBOLS



- . Use cartoons, comic strips, and cartoon techniques to introduce problems, motivate thinking, stimulate discussions, describe attitudes and values, and evaluate situations.
- . Use cartoons and visual symbols to add fun and interest when teaching about the care of equipment, personal grooming, work habits, posture, job performance, etc.
- . Use line drawings, readily recognized as being symbolic or standing for something, in order to convey ideas instantly.
- . Combine the use of cartoons, comic strips and visual symbols with demonstrations, reference study, analysis of problems, and other teaching situations.
- . Study cartoon techniques as a means of informal instruction and employ these techniques, when appropriate, to the use of chalkboards, flannel boards, posters, transparencies, mobiles and other visuals.
- . Collect cartoons and comic strips and file according to use.



DUPLICATED MATERIALS -- TRIED AND TRUE VISUALS FOR
OCCUPATIONAL EDUCATION



- . Use duplicated materials to provide up-to-date information which may not be available in printed form.
- . Use duplicated materials to enable each student to have an individual copy of study guides or reference material.
- . Use the duplicator to transmit pictures, statistics, summaries, evaluations, interest inventories, etc., to a whole group at one time.
- . Experiment with various methods of duplicating, including the mimeograph, copy machines, off-set printing, hectograph, rubber stamps, carbon copies, etc.
- . Work out a system of filing and storage to make duplicated materials readily available in usable condition.

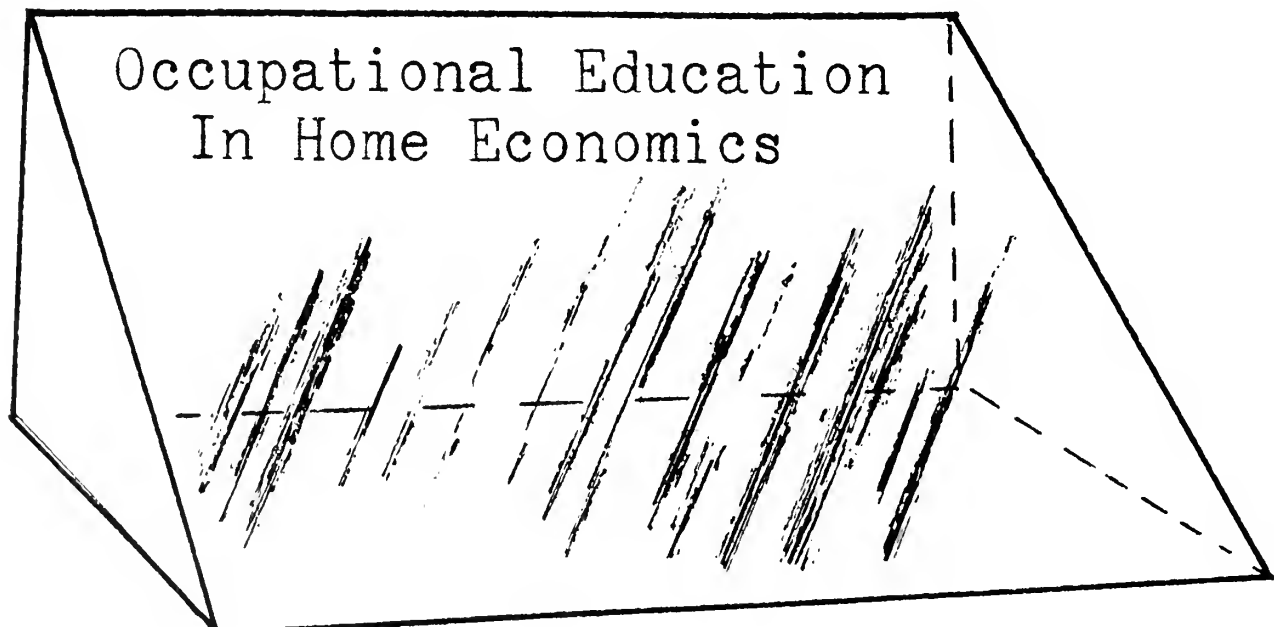
EXHIBITS -- DISPLAYS FOR OCCUPATIONAL EDUCATION



- . Use exhibits to communicate one central idea to students or to outsiders. ("Show the world" what an occupational class has done or is doing.)

. Identify the purpose of the exhibit and the type of audience before planning the exhibit.

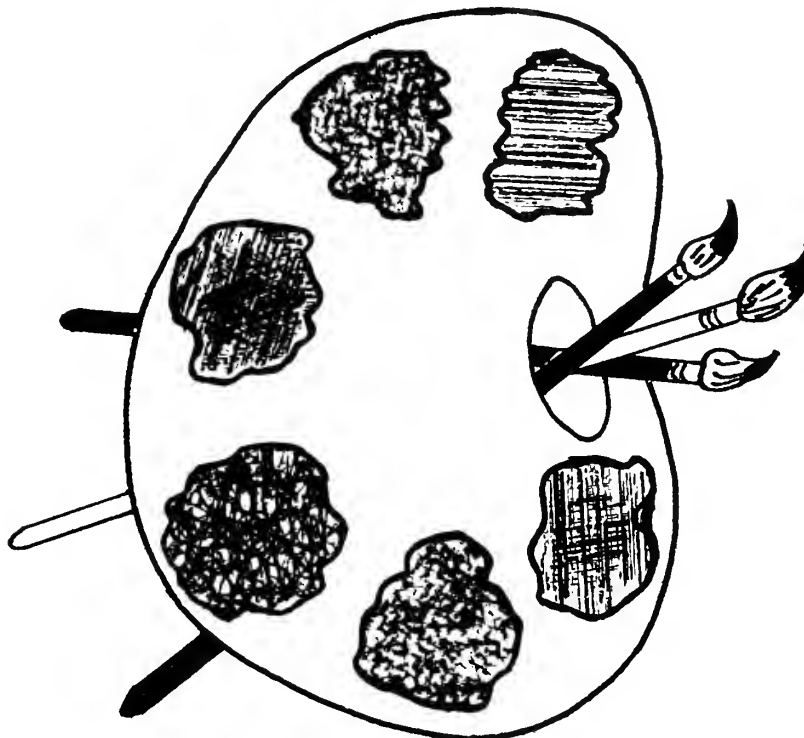
- . Develop exhibits to tell a story or provide information at a glance.
- . Remember that exhibits are to be seen, and the message is a visual one.
- . Label exhibits with uniform and legible lettering using brief words which are easily understood.
- . Locate on exhibit where it can be seen easily, and provide adequate lighting.
- . Use motion to attract attention.
- . Aim for viewer participation by involving the viewer in the main idea, providing literature or samples he may take, or through the use of mechanical devices which he may manipulate, such as a button to push or slots to be opened.
- . Use color to attract attention and add interest.
- . Make use of loan exhibits.



COLOR -- A VISUAL TOOL IN OCCUPATIONAL EDUCATION



- . Use color as a teaching device to distinguish parts, accent points or processes, or stress key ideas or materials.
- . Use color to attract and hold attention through directing the eye to the point of emphasis.
- . Make the teaching situation more realistic through using natural colors to imitate reality.
- . Apply the principles of color in using hue, value, and intensity to achieve visibility, contrasts, temperature effects, and psychological reactions.
- . Experiment with color in models, mock-ups, diagrams, posters, exhibits, transparencies, graphs, charts, chalkboards, and other visuals used in teaching job analysis, processes in operation, step sequence, specific skills, etc.
- . Study color associations and color symbols and use this information to achieve the objective desired, such as marking safety hazards, identifying equipment, marking moving parts of a machine, etc.
- . Try various color media and different textures to achieve the desired effects.



USE VISUAL AIDS AS "HELPING HANDS" AND "VISUAL VOICES" IN TEACHING

SELECT - materials and use them in relation to the objectives to be accomplished:

- . Build concepts
- . Present experiences beyond those of the student
- . Attract and hold attention
- . Give meaning to words or ideas
- . Motivate students to learn
- . Supplement other learning
- . Clarify information
- . Develop continuity of thought
- . Vary teaching methods and provide for self-teaching

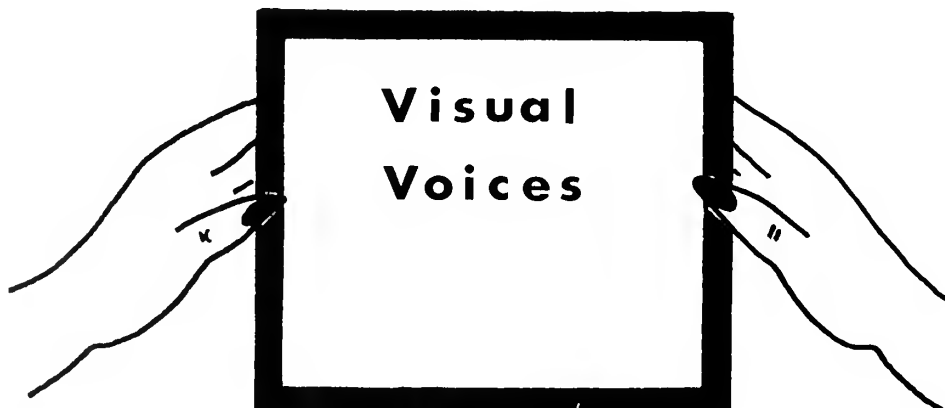
CHOOSE - materials in relation to the nature of the subject matter and level of the students.

KEEP - materials up-to-date and make sure that information contained is valid.

LIMIT - materials to those which will accomplish the objective effectively, rather than using too many, and tiring the viewer.

CHANGE - visuals when the objective or topic changes.

STORE - visuals so they are easily accessible and are kept in condition for re-use.



KITCHEN PLANNING

A UNIT IN THE TOOLS FOR TEACHING SERIES

The first unit, KITCHEN PLANNING, in a new series of teaching aids will be available for distribution June 1. Prepared by the University of Illinois Small Homes Council - Building Research Council. It translates the latest research in kitchen planning into a teaching program adaptable to high school and adult education levels.

The material includes:

- A 100-frame film strip or series of slides
- Detailed lesson plans
- A student workbook
- A completely revised edition of SHC-BRC Circular C5.32, KITCHEN PLANNING STANDARDS
- Reference materials and research bibliography

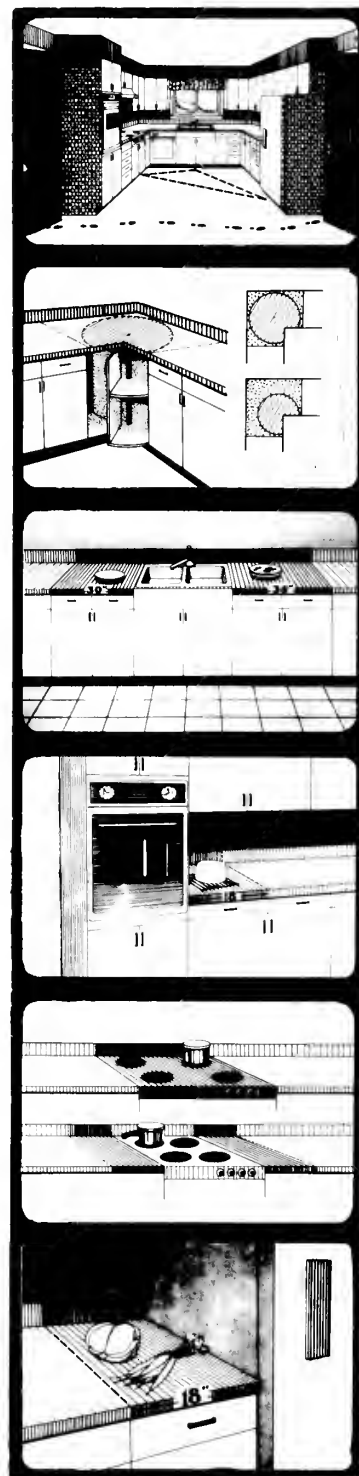
Lesson plans include units on suitable space standards, room arrangement, location of work centers, scoring kitchen plans, developing a kitchen plan, a kitchen tour, and finishes and equipment for the kitchen.

The price of this new Teaching Tool unit is \$15 in standard single-frame filmstrip form, and \$20 with the visual material in the form of cardboard-mounted 2 x 2 slides.

Advance orders are being accepted.

Further information on this new material is available from

Small Homes Council-
Building Research Council
Mumford House
University of Illinois
Urbana, Illinois



ANNOUNCING PUBLICATION OF

AN ANNOTATED BIBLIOGRAPHY

ON

THE EMPLOYMENT EDUCATION

ASPECT OF HOME ECONOMICS

by

Patricia Rotz and Ruth Whitmarsh, Assistants,
Division of Home Economics Education
University of Illinois

Published through the support of the Bureau of Educational Research,
College of Education, University of Illinois, Urbana, Illinois.

Volume VIII, Issue I, of the Illinois Teacher contained an annotated bibliography on this subject prepared by Mrs. Whitmarsh. This has now been expanded by Mrs. Rotz to approximately three times the length of the original bibliography. References have been selected for the help and guidance that they might provide those concerned with the development of the employment education aspect of home economics.

The cost of this publication is \$1.00. Make check or money order payable to the University of Illinois. The form below may be used in ordering the bulletin.

ANNOTATED BIBLIOGRAPHY ON THE EMPLOYMENT ASPECT OF HOME ECONOMICS

Name (Please print) _____

Address _____

Check enclosed for \$ _____ for _____ copies.

Cost: \$1.00 per copy. Make check payable to University of Illinois.

Send order to: Bibliography Project,
Illinois Teacher of Home Economics
342 College of Education Building
University of Illinois
Urbana, Illinois 61803

If you are also subscribing to the Illinois Teacher, please send SEPARATE checks, one for \$1.00 for your bibliography and a \$3.00 one for your subscription.

TO OUR SUBSCRIBERS

We have enjoyed your wonderful letters throughout this past year and want you to know how much we appreciate your taking the time to let us know how you feel about the ILLINOIS TEACHER OF HOME ECONOMICS. It is through your comments and suggestions that we are able to make improvements.

Once again it is time to think about next year's subscription. The enclosed self-addressed envelope was so successful last year that we are again including it with the year's final issue. Your \$3.00 check for a 1965-66 subscription will bring six issues concerned with: Curriculum development in home economics--bases for curriculum decisions, current curriculum issues, techniques of curriculum development.

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Urbana, Illinois 61803

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342 Education Building
University of Illinois
Urbana, Illinois 61803

UNIVERSITY OF ILLINOIS
HOME ECONOMICS AND HOME ECONOMICS EDUCATION
SUMMER SESSION, 1965

OPPORTUNITIES TO STUDY

During the session, students may register for work at both the undergraduate and the graduate levels. Courses will be offered in clothing, family and consumption economics, family relationships, foods, home economics education, home equipment, home management, institution management, nutrition, and textiles.

Four- and eight-week sessions are scheduled as follows: June 21 to July 16, June 21 to August 14, July 19 to August 14.

Bachelor's Degree

Juniors and seniors are eligible to take courses numbered 300 to 399, as well as those in the 100 to 200 series. Only one lower-division home economics course is offered, but there is a good selection of required and elective non-home economics courses, such as chemistry, English, microbiology, and psychology. Thus freshman and sophomore students may have a full program of summer study.

Master's Degree

Programs of study leading to a master's degree in home economics are offered with curricula in child development and family relationships, family and consumption economics, foods and nutrition, family housing and home management, general home economics, and textiles and clothing. Candidates for the master's degree also study in home economics education or in education with a minor in home economics.

Doctor of Philosophy Degree--Home Economics

Students majoring in foods and nutrition are eligible to work toward the degree of Doctor of Philosophy in Home Economics.

Those interested in other areas may select a minor in home economics with a major in an allied field. Examples of appropriate combinations are family economics with economics or agricultural economics; and textiles and clothing, institution management, or child development and family relationships with education. Other possibilities are foods with food technology or with microbiology, and human nutrition with biochemistry or animal nutrition.

Doctor of Philosophy Degree--Education

Students majoring in home economics education may choose to study for the degree of Doctor of Philosophy or Doctor of Education. In addition to appropriately selected courses in home economics education and general education, one minor in a related field is required and a second minor is permitted. A reading knowledge of two foreign languages, selected from French, German, or Russian, is tested by examinations. Entrance examinations precede admission to this program.

PROFESSIONAL DEGREES

College of Agriculture

Master of Extension Education

Designed for the county home economics and agricultural extension worker, this professional degree requires a minimum of eight units, four of which are to be in the subject-matter field and four from the social sciences. Three units may be earned in extramural study.

College of Education

The following degrees offered in the College of Education are designed for classroom teachers, supervisors of student teaching, city and state supervisors, and college and university teachers of graduate and undergraduate programs in home economics education.

Master of Education

Eight units (32 semester hours) are required. One-fourth of the program is in general education courses, one-fourth in home economics education courses, and one-half in courses chosen by the student under the guidance of an adviser.

Advanced Certificate in Education

A second year of graduate study is required with one-fourth of the courses in general education and the remainder of the eight units as electives. As in the degree of Master of Education, one-half of the credits may be earned in extramural classes.

Doctor of Education

This degree prepares a graduate to do and direct research in home economics education, and to do administrative work in supervision and higher education. Entrance examinations precede admission to this program. A minor in a related field is required.

HOME ECONOMICS COURSES

June 21-July 16 (First 4 weeks)

Home Economics 351--Special Problems in Group Feeding. The production and service of food in quantity, menu planning, employee training, and work schedules are considered. Laboratory experiences, demonstrations, and individual problems in the home economics cafeteria are provided. Especially planned to meet needs of teachers preparing for employment education in home economics. 3 hours or $\frac{1}{2}$ unit. 8-12:30 MTWThF. Miss Hunzicker, Mrs. Larson.

Home Economics 410--Problems in Family Living. The emotional and social aspects of family living are analyzed. Emotional significance of problems arising from household management, finances, childlessness, adoption, and care of the aged is studied. 1 unit. 10-12 TWThF. Visiting Professor.

June 17-August 14 (8 weeks)

Home Economics 183--Consumer Textiles. An introductory course in textiles presents basic information on fibers, fabrication methods, and finishes and its application in evaluation of textile products for consumer satisfactions. 2 hours. 8-10 MTWTh. Mrs. Trebilcock.

Home Economics 378--Problems in Home Management. Special-interest problems are studied through conferences, original investigation, and written reports. $\frac{1}{2}$ to 1 unit. To be arranged. Miss Goodyear.

Home Economics 388--Problems in Textiles and Clothing. Individual problems pertaining to care and selection of fabrics or to construction techniques in relation to fabrics and fibers are investigated. $\frac{1}{2}$ to 1 unit. To be arranged. Dr. Galbraith.

Home Economics 487. Seminar in Clothing. Psychological and sociological factors contributing to the choice of clothing; its effect on interpersonal relationships and on the development of the individual is considered. Each student reviews and evaluates selected research reports and investigates a problem of special interest. $\frac{1}{2}$ to 1 unit. 1 TWThF. Mrs. Trebilcock.

Home Economics 493--Advanced Studies in Home Economics. Students desiring research experience may choose a library or laboratory project of limited scope in foods or textiles and clothing. $\frac{1}{2}$ to 1 unit. To be arranged. Dr. Galbraith, Dr. Van Duyne.

Home Economics 499--Thesis Research. For students presenting theses as partial fulfillment of requirements for advanced degrees. Opportunity is provided for research in foods, family and consumption economics, nutrition, or textiles. $\frac{1}{2}$ to 2 units. To be arranged. Dr. Dunsing, Dr. Galbraith, Dr. Smith, Dr. Van Duyne.

July 19-August 14 (Second 4 weeks)

Home Economics 375--Home Equipment. Scientific principles are applied to the choice and use of household equipment. Typical models of appliances are evaluated by laboratory tests. 3 hours or $\frac{1}{2}$ unit. 8-11 MTWThF. Mrs. Anderson.

HOME ECONOMICS EDUCATION COURSES

June 21-July 16 (First 4 weeks)

Vocational and Technical Education 456--Curriculum Problems and Trends in Home Economics. Trends in home economics education, basis for curriculum decisions, and methods of curriculum development are studied. Special emphasis is given to education for employment as an emerging trend in home economics at the secondary level. Opportunity is provided for work on problems of individual concern. 1 unit. 1-4 TWThF. Dr. Spitze.

Vocational and Technical Education 459--Workshop in Curriculum Development: the Teaching of Family Relationships. Focus is on the family in contemporary society. Special attention is given the family with the mother employed outside the home. Research on the employment of women is explored. A variety of teaching techniques is presented and demonstrated. 1 unit. 8-11 TWThF. Dr. Lemmon.

July 19-August 14 (Second 4 weeks)

Vocational and Technical Education 459--Workshop in Curriculum Development: the Teaching of Home Management. Working as a team, a home management specialist and a home economics education specialist conduct the workshop. They give particular attention to the management problems of the employed homemaker. Laboratory experiences to illustrate management principles are provided. Students have the opportunity of working on individual curriculum problems in the area of home management. 1 unit. 1-4 TWThF. Dr. Mather and Miss Guthrie.

Vocational and Technical Education 459--Workshop in Curriculum Development: Education for Employment in Home Economics. The workshop is designed to help teachers meet the challenges of the developing emphasis on employment education in home economics. Bases for this trend are studied; various approaches to education for employment in home economics are considered. Projects are planned to meet the individual teacher's needs.
1 unit. 8-11 TWThF. Dr. Simpson.

SUMMER FACULTY

Jacqueline Anderson, Instructor, Home Economics
Marilyn Dunsing, Associate Professor, Family Economics
Ruth Galbraith, Professor, Textiles
Margaret Goodyear, Associate Professor, Home Management
Virginia Guthrie, Assistant Professor, Home Management
Beulah Hunzicker, Associate Professor, Institution Management
Vivian Larson, Assistant, Institution Management
Louise Lemmon, Associate Professor, Home Economics Education,
University of Maryland
Mary Mather, Associate Professor, Home Economics Education
Elizabeth Simpson, Professor, Home Economics Education
Janice M. Smith, Professor, Nutrition
Hazel Spitze, Assistant Professor, Home Economics Education
Lorraine Trebilcock, Associate Professor, Textiles and Clothing
Frances Van Duyne, Professor, Foods

GENERAL INFORMATION

Housing

A University graduate student dormitory, located near the campus, provides rooms with bath, shared by occupants of two rooms. Single rooms are currently priced at \$46, and double rooms at \$38 per month. There may be a slight increase in price by summer session. University residence halls with room and board at \$199 to \$224 are open for the eight weeks. Rooms in other campus living units are \$35 to \$45 a month. Daily food service is available at the Illini Union.

For specific information, write to the Housing Division, 420 Student Services Building, University of Illinois, Champaign, Illinois.

Admission

New students obtain admission blanks from the Office of Admissions and Records, 100a Administration Building, University of Illinois, Urbana, Illinois. Former University of Illinois students should apply for readmission unless they were enrolled in summer, regular, or extramural courses during 1964-1965.

Tuition and Fees

Tuition and fees for a full-time schedule (over 4 hours or 1 unit) in the eight-week summer session are as follows: tuition, residents of Illinois, \$45, non-residents of Illinois, \$190; service fee, \$20; medical-surgical insurance fee, \$10. For reduced schedules, tuition and fees are assessed accordingly.

For additional information about tuition and fees, write to the Office of Admissions and Records, University of Illinois, Urbana, Illinois.

Registration Dates

Students register on June 21 for courses offered during the four-week and eight-week sessions. Those attending during the second four-week session only register on July 15.

WHERE TO WRITE FOR FURTHER INFORMATION ON CURRICULA AND COURSES

Home Economics, and Extension Education
Dr. Janice M. Smith, Head
Department of Home Economics
University of Illinois
Urbana, Illinois

Home Economics Education
Dr. Elizabeth Simpson, Chairman
Division of Home Economics Education
University of Illinois
Urbana, Illinois

BULLETINS AVAILABLE UPON REQUEST

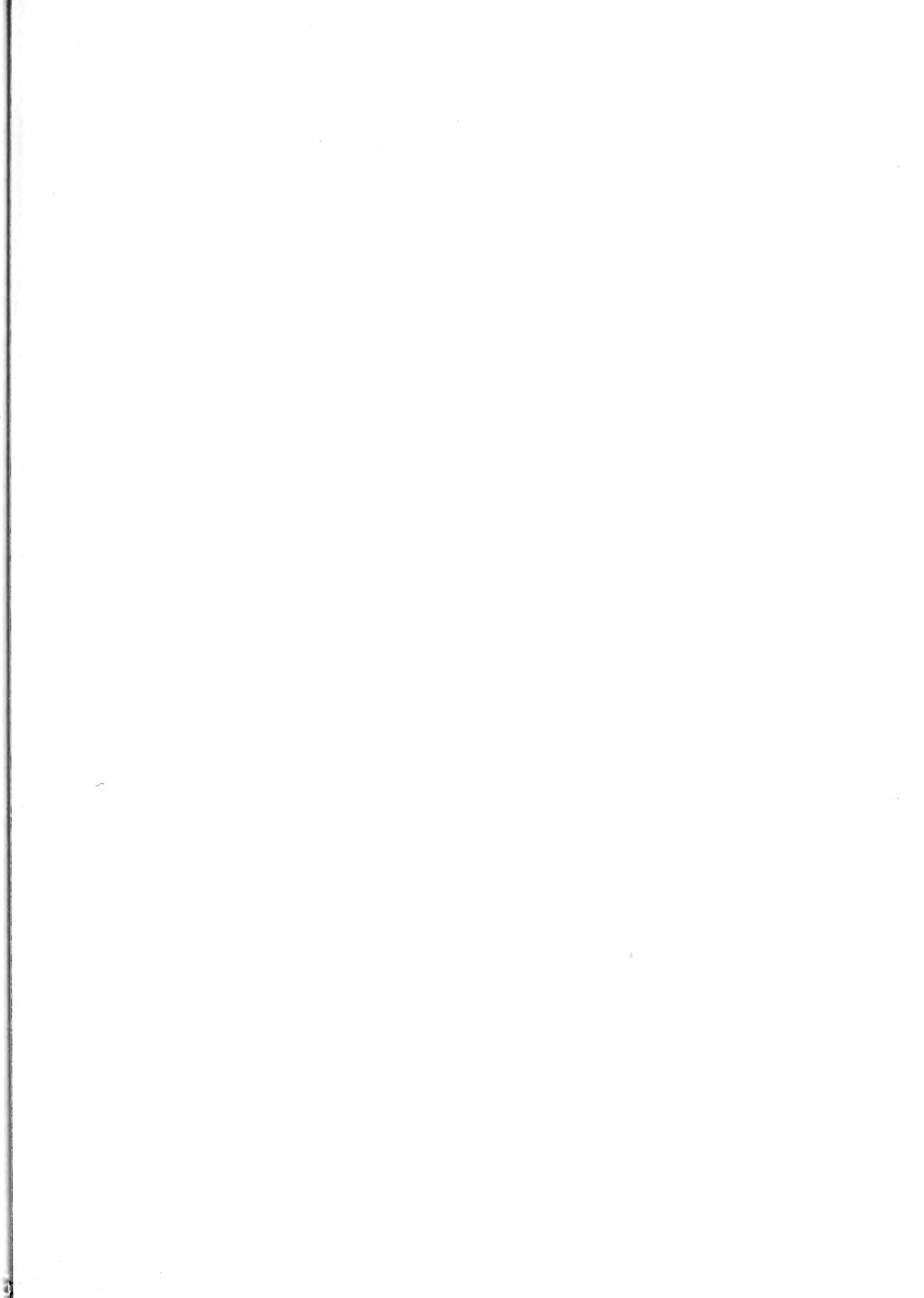
Write to the Department of Home Economics for:

Graduate Work in Home Economics at the University of Illinois

Write to the Office of Admissions for:

1964-65 University Bulletins, Undergraduate Study, Undergraduate Courses, and Graduate College 1965 Summer Session Timetable







UNIVERSITY OF ILLINOIS-URBANA

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ILLINOIS TEACHER OF HOME ECONOMICS URBAN

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